Researching Research

Experimenting with focus groups as a tool for designing quantitative online surveys suitable for a specific target group

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Sammanfattning

Uppsatsens titel: Researching Research- Assessing focus groups as a tool for designing quantitative online surveys suitable for a specific target group

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Nyckelord: Online research, internet, fokusgrupper, enkätdesign, målgrupper

Syfte: Analysera hur fokusgrupper kan användas för att utveckla onlineenkäter anpassade för en specifik målgrupp

Metod: Kvalitativ ansats, iterativ metod, fokusgrupper

Teoretiska perspektiv: Teorier kring enkätutveckling samt teorier kring fokusgrupper

Empiri: Baserad på genomförande av två fokusgrupper samt ett kvantitativt test av två enkäter.

Resultat: Beroende på hur långt framskriden enkätutvecklingen är bör forskaren använda sig av något olika fokusgrupper. Är utvecklingen långt framskriden bör en fokusgrupp användas där ett utkast till en enkät förevisas och diskuteras. Är utvecklingen däremot i inledningsstadiet bör istället en fokusgrupp med friare agenda utan förevisande av ett utkast användas för att generera kreativa idéer.

Abstract

Title: Researching Research- Assessing focus groups as a tool for designing quantitative online surveys towards a specific target group

Seminar date: April 20th, 2009

Course: FEKP01 Master Thesis

Authors: Björn Wigeman and Gustav Söderlund

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Keywords: Online research, internet, focus groups, survey design, target groups

Purpose: Analyse how focus groups should be used with the objective of designing quantitative online surveys suitable for a specific target group

Methodology: Qualitative and iterative approach, focus groups

Theoretical perspectives: Theories on survey design and theories on the execution of focus groups

Empirical foundation: Based on the execution of two focus groups and a small scale quantitative test of two online surveys

Conclusions: Depending on where in the development process of the survey the researcher is, somewhat different focus groups should be used. If the researcher is far into the development of the survey a focus group with the questionnaire template as discussion basis could be used. However, if the researcher is in the beginning of the development a focus group without a questionnaire template as discussion basis could be used in order to generate new creative ideas.

We need education in the obvious more than investigation of the obscure

Justice Oliver Wendell Holmes

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Gustav Söderlund   **Björn Wigeman**

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1. Introduction

In this chapter the background to our research subject is presented. We also present available current research, the research problem and our contribution to the academic field. Thereafter an outline of the thesis is presented.

The rapid development of the internet has raised new possibilities for both qualitative and quantitative research to be carried out around the globe. Companies today spend millions and millions of dollars on online research since they realize the enormous opportunities that the internet brings. An enormous amount of people around the globe can be reached with fairly low costs involved. Massive quantitative surveys can easily be carried out just by buying a disk with thousands of e-mail addresses. Another advantage of online research compared to postal and telephone research is the speed in which information can be gathered.

A prerequisite however for successful research is that the intended target group is reached and that this target group delivers satisfying answers to the questions asked. The internet is overwhelming its users with information which makes this a not so easy task to fulfill. Quantitative surveys are sent to email addresses every day but the results are not always as satisfying as one might hope. To be noticed in the immense information flow striking internet users constantly it is obvious that in order to be successful, quantitative surveys must be designed in a way that distinguishes them so that the respondent wants to complete the survey. The survey must be designed in a way that suits the preferences of the intended target group to be successful.

Evans and Mathur (2005) describe online surveys to have strong advantages, such as global reach, the speed in which empirical data can be gathered, the possibility of adding technical innovations to the survey, the ease of follow up, the ease of data analysis and the "go to capabilities" (meaning that questions can be hidden when not relevant). However, they also propose some major disadvantages with online surveys. Surveys performed online tend to be seen as impersonal, perceived as junk mail, have unclear answering instructions and also often low response rates. Our choice of focusing on online surveys exclusively is based on our belief that surveys conducted with the use of the internet have a high potential. Online surveys might generate start-up costs for software. But besides from this cost online surveys are relatively cheap to administer (Bryman and Bell 2007). The possible gains

are big since an extremely large amount of people are online and reachable today. Online surveys also tend to be completed quicker than for example postal surveys (Evans and Mathur 2005).

To use qualitative research methods for designing a questionnaire suitable for a specific target group seems to be a possibility. Qualitative methods offer the advantage of gaining in depth empirical data to a specific research area. This seems to be exactly what is needed to develop a questionnaire suiting the preferences of the intended target group.

One highly interesting qualitative research method is focus groups. Focus groups are Interesting because they offer the possibility of gaining in depth information not just from the single participants of the groups but also from the interaction among its participants. Used for many years in various areas such as product development it seems likely that focus groups could also be used for designing online surveys suitable for a specific target group.

1.1 Current Research

Research on questionnaire design so far has primarily focused on developing general suggestions as to how the questionnaire should be constructed and designed. The questionnaire should have an attractive design and clear instructions. It was advised against tactics to make the questionnaire appear shorter than it really is. Such actions could be to reduce space between questions (Bryman and Bell 2007).

In 1999 and 2001 Janes suggested that everything you do should aim at making the survey interesting, attractive, and easy to fill out and return. The importance of designing the right questions was emphasized. The questionnaire should for example only include questions that the researcher really needs to have answered and they should be as short as possible. Once the questions are written Janes also stressed the importance of the order of the questions. When working with self completion surveys it is mostly an advantage to start off with the most interesting non-threatening questions to get the respondents start answering the questions, and then finish the questionnaire with the more problematic questions. The survey sheet should not be too long. Janes says the longer the survey, the less people will answer the survey.

In 1997 Morgan proposed focus groups as a tool for developing surveys. He suggested that focus groups could be used in three ways for developing surveys; finding the domains that should be looked at in the survey, establishing the dimensions of these domains and also see to that the researcher's intended message and questions are effectively conveyed.

In 2006 Wilson presented "The questionnaire design process" which contains seven steps for designing a questionnaire. In his first step, "develop questions topics", he proposes that qualitative research can be used. However, he did not present in what way the qualitative research should be used in order to suit the preferences of the intended target group of the survey.

1.2 Problem Discussion

Little research so far has been done on how quantitative online surveys could be adapted to suit the preferences of the intended target group with the use of qualitative methods. When working with online surveys it seems crucial for the success of the research to first of all target a specific target group and then be able to adapt the questionnaire to the intended target group because of the immense information flow striking the internet users. Evans and Mathur (2005) touch upon the problem and suggest that the major weaknesses of online surveys are that they tend to be seen as impersonal, perceived as junk mail, have unclear answering instructions and low response rates.

Morgan's research (1997) proposes focus groups as a tool for developing surveys. His research gives us insights to the possibilities of focus groups. Morgan does however not specifically focus on quantitative online surveys and does not propose a practical concept for the whole process from developing the questionnaire in focus groups to launching it on the internet. This research will therefore analyze and explore how focus groups can be used as a tool for developing quantitative online surveys in the process towards launching it on the internet. When doing so, we will use Wilson's (2006) questionnaire design process to a large extent.

1.3 Research Question

How should focus groups be used as a tool for designing online surveys suitable for a specific target group?

1.4 Purpose

The purpose of this research study is to experiment around focus groups in order to find useful ways to operationally conduct qualitative research for the purpose of constructing quantitative online surveys suitable for a specific target group.

1.5 Delimiting the study

This research will only analyze how focus groups should be used to design the questionnaire and order of the questions enclosed in the questionnaire for online quantitative surveys. It is not our main purpose to analyze the overall design of the questionnaire such as colour and general aesthetics. However, any insight to this matter will also be taken into account. Nor does this research aim at analyzing how to find members of a specific target group on the internet.

We have chosen to analyze our findings through two separate theories. In our understanding, the models and theoretical frames by Janes and Wilson are key to the research conducted around focus groups and quantitative surveys. They are also the most prominent researchers around the connection between the qualitative and quantitative research methods.

1.1 Outline
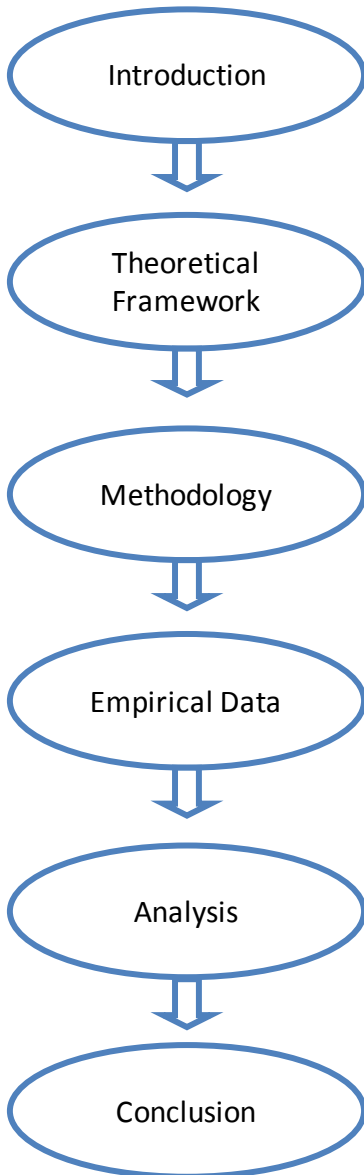
An introduction to the research area is made which ends up in our research problem and question.

Introduction

Relevant theories to our research problem are presented and argued for.

Theoretical Framework

In this chapter our methodological choices are elaborated and our work process is discussed.

Methodology

The empirical part consists of a presentation of the focus groups. Thereafter the implications for the survey are presented.

Empirical Data

The analysis combines the empirical findings with the theories in order to find conclusions and to discuss around the research topic

Analysis

Conclusions are drawn and future research is suggested based on the conclusions.

Conclusion

2. Theoretical framework

In this chapter our chosen theories on focus groups as well as survey design are presented together with arguments for the relevancy of the chosen theories.

2.1 Introducing our theories

The purpose of our research is to examine how focus groups can be used to design quantitative online surveys suitable for a specific target group through an experiment. We will therefore first introduce a theory on experiments within field experiments, further on, how to conduct focus groups and thereafter introduce online surveys. Within the online surveys, we will initially determine the difference between online surveys and email surveys to clarify their differences. Finally we will introduce the two selected modules used, Wilson's 7-step survey creation method, and Janes' survey creation checklist.

2.2 Experiments

When conducting an experiment, or more precisely a field experience, one must manipulate the independent variable to see whether it has an impact, and measure that impact on the dependent variable. This means that a field experiment is not set in a laboratory but in real-life setting. (Bryman and Bell 2007)

A classic experiment divides people into two groups where one of the groups is given a certain treatment which the other is not given. In that way, the research can measure the impact of the treatment on the first group, also called the treatment group. The second group is called the control group and is used as a valid benchmark measurement of the treatment group. (Bryman and Bell 2007)

2.3 Focus Groups

According to Richard A. Krueger and Mary Anne Casey (2000) in their book Focus Groups 3rd edition, the purpose of a focus group is to understand how a population feels or reacts to an issue, product, service or idea.

The group is put together carefully by the moderator to match the criteria of the research. The members of the focus groups have similar characteristics in common that will relate to the topic of discussion so that they can give a valid input to the topic (Krueger and Casey 2000).

Focus groups rely on interaction within a group, not through answering questions. The researcher normally takes a role as a moderator. The aim is to produce data that normally would be hard to produce outside of the interactions within the group (Morgan 1997).

It is important to have more than one focus group. In that way, the researcher can find trends and patterns in the data from the different groups with similar characteristics (Krueger and Casey 2000).

The aim of focus groups is to really get the group members to open up and share openly their opinions and thoughts. In order for this to happen, they need to feel trust, effort and courage, especially for those who normally are not opening up that easily (Krueger and Casey 2000). When the environment is permissive and nonjudgmental, people feel comfortable and are therefore more open to sharing (Krueger & Casey, 2000).

There are three types of focus groups: full groups, mini groups and telephone groups. Mini groups mostly consist of 4-6 participants. Mini groups give each group member more time and room to open up. The discussions in the mini groups go on for around 90 to 120 minutes. (Greenbaum, 1998)

 "New product Development studies" are a commonly used assessment done through focus groups. By showing the new product to the focus group, one hopes to get feedback for improvement. With the feedback, the researcher can modify the product or concept and make it more customer-friendly. Normally the researcher tests the new modified product quantitatively or qualitatively after the modifications (Greenbaum, 1998).

To ensure a high quality on the focus groups, three decisions have to be taken before conducting them: find the right moderator, find the right target group and to fit the flow of the discussion with the objectives of the research (Greenbaum 1998). As early as possible, the moderator needs to be included in our research to bridge all the knowledge gaps and to see to that we get the most out of the focus groups. Since Björn Wigeman (one of the authors of this research) acts as the moderator in our focus groups this is not a problem in our case. Decisions and tasks that have to be developed and

decided upon before the focus groups are: number of groups, time, geographic location, debriefing of our moderator, development of a screening questionnaire and the development of the moderator guide (Greenbaum 1998).

2.3.1 Focus groups linked to surveys

There are three ways in which focus groups can contribute to the creation of surveys according to Morgan (1997): finding the domains that should be looked at in the survey, establishing the dimensions of these domains in the survey and see to that the researcher's intended message/question is effectively conveyed. Finding domains is a way for the researcher to find objective ideas on what really is interesting in the survey and not basing it solely on his own assumptions. The advantage of focus groups to find domains is its ability to find out about different perspectives in a short period of time (Morgan, 1997).

For the dimensions, the focus groups is still a preferred tool as it gives many different perspectives of a potentially large amount of categories to be covered under each domain (Morgan, 1997).

The third item, to work on the wording and intentions is normally the most common way of using focus groups when creating surveys. The other two are, according to Morgan (1997), equally as important but are often not as dealt with and mentioned when assessing surveys trough focus groups.

When using focus groups to assess these three areas, you wish to eliminate three different kinds of errors: specification error, invalidity and unreliability. Specification error can occur when you add domains without running them through independent and objective resources. Having a set of domains that do not respond to the respondents' preferences can severely alter the way the respondents answer to the survey and therefore end up in bias. By dealing with the dimensions of the domains through focus groups, the researcher can see to that there is no gap between the perceptions of the respondents and the researcher himself. It can also reduce invalidity by seeing to that the content of the domain is fully covered by the categories and dimensions brought in. Finding the correct item wordings both ensures validity and minimizes unreliability by having the respondents getting a clear and matched understanding with the one of the researcher. (Morgan 1997)

When creating a survey it is important not to let the single comments from a focus groups either kill a good idea or get in to the survey without first finding out if it is only one person's opinion or if it can be an opinion shared by many (Morgan, 1997).

2.4 Online surveys

2.4.1 Clarifying the difference between online and e-mail surveys

When working with surveys on the internet the terminology surrounding the area could be a little bit confusing. We will therefore clarify one of the most important and sometimes mixed terms, online and e-mail surveys. E-mail surveys are sent either as an attached word document through the mail or as software the respondent has to download. (Wilson. 2006)

Online surveys can either be a questionnaire put online, similar to any postal questionnaire, or as an interactive online questionnaire where the questions come up one at a time giving the respondent new questions based on his/her previous answers. By doing so, the researcher does not have to fear that the hidden agenda of the survey gets exposed and the questions can get more and more personal to the respondent. The time factor decreases as well as the questions are more targeted. There are many reasons why online surveys are increasing as the usage of internet is spreading. The main reasons are that there are reduced costs, fast delivery, they are easily personalized and that you can penetrate different target groups. (Wilson. 2006)

There are two main ways of developing and conducting online surveys: online survey software and survey design and web hosting sites. (Wilson. 2006) Surveymonkey (www.surveymonkey.com) is a web hosting site giving researchers an easily usable interface to create, conduct and analyse their research. Their aim is to help anyone make professional surveys. The survey itself and the data that follows the collection are stored on the web hosts server and the tabulations of the data are available to the researcher to work with and extract. The functionality and sophistication of the tool will vary depending on the fees charged by the site. (Wilson, 2006) Our research will focus on online surveys exclusively and we will use Surveymonkey as a tool when testing the survey.

2.4.2 The survey creation

It is important to create the survey with the right number of domains and categories with a relevant set of dimensions to each domain and category. Too long time or an inconsistent flow can try the respondent's patience and lead to lower response rate (Wilson, 2006).

The aims of the questionnaire are to: communicate the researcher's intended questions to the respondents and vice versa communicate the respondents' answers back to the researcher. In

between these two, there can be a lot of "noise" depending on how the questionnaire is been made. It is important for the researcher to clear as much of the noise as possible to increase the number of finished surveys filled out (Wilson. 2006).
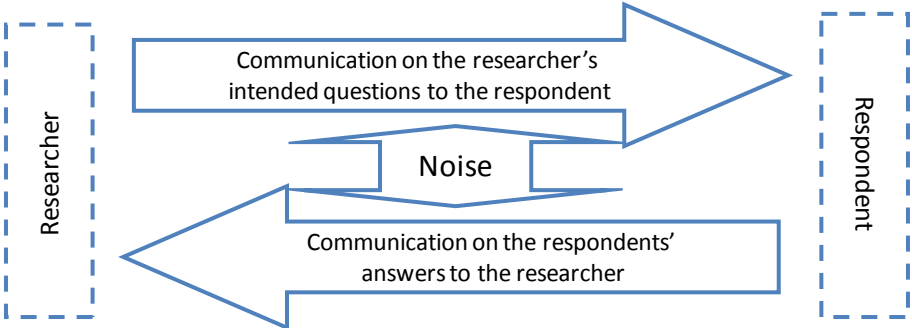

Figure 3.1 Questionnaire Design: two-way communication (Wilson, 2006)

2.4.3   Roadmap for creating the survey

The making of the survey can be seen as a process but that can also result in problems as many of the steps in the creation are interrelated (Wilson, 2006). The process can be seen below.
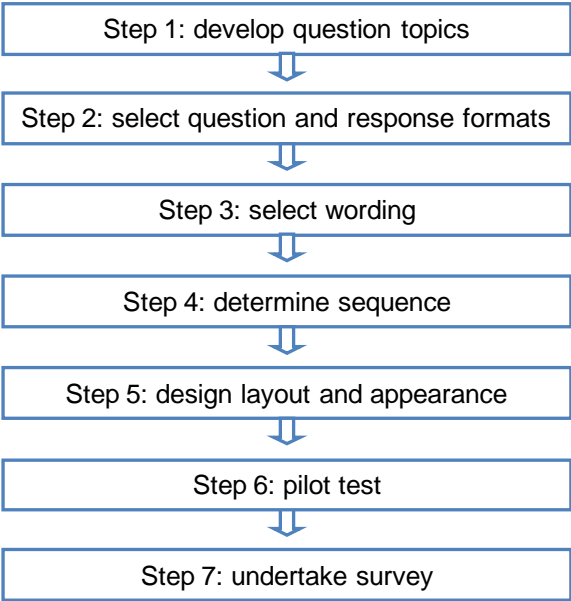
Figure 3.2 The questionnaire design process (Wilson, 2006)

Step 1. Develop question topics

When developing the question topics for the survey, there are three factors the researcher should take into consideration: research objectives, qualitative research findings and the characteristics of the respondents. The research objectives are at the core of the questionnaire design, finding out

which topics are primary or secondary in importance to the analysis of the results. Qualitative research findings can be done by for instance focus groups. The respondents should above other be willing and able to provide the information the survey asks for. The researcher has to be able to put himself/herself in the shoes of the respondents to find out how much they will be able to recall or answer on the specific topics and questions. The researcher must also get a good feeling of what the respondents might hesitate to answer to because they simply do not want to. This especially happens when the respondent finds the questions either private or simply boring. In the end, the survey will need to be concise, relevant and interesting. (Wilson, 2006)

A well-organized survey should thus consider the research objectives, qualitative research findings and the characteristics of the respondents and still fulfill the criteria of being concise, relevant and interesting (Wilson, 2006).

Step 2. Select question and response formats

There are three types of question formats to choose from: open-ended questions, closed questions and scaling questions. The differences between these really lie in the responses. Open-ended questions are questions where respondents can answer in their own words, everything from one-word answers to full length answers. These make the answers being able to vary widely. They can also explain the answer of other answers in the questionnaire, for instance the scale questions might need a more fulfilled answer. A closed question makes the respondent having to choose from a list of possible predefined answers. This makes it easier for the respondent to fill in the survey as well as for the researchers when analyzing the data. Scaling questions are normally used in marketing research to put subjective feelings into numbers and thus can help the researcher to measure the general opinions and feelings of a population. There are many different ways in designing the different scales used in surveys. For instance, you need to choose from unidimensional versus multidimensional assessment, graphic versus itemized rating formats, comparative versus non-comparative, forced versus non-forced scales, balanced versus unbalanced scales. Unidimensional scales only looks at an overall attribute, for instance how satisfied a customer is with a certain product whereas multidimensional assessment brings up a variety of aspects rating the importance of many different sub-elements of the product. Graphic rating gives the respondent a free range to put his or her ranking anywhere along an open line and itemized rating gives them set options on a scale. The scale can for instance be from option 1 to option 5 where 1 is a lower rank than 5. Itemized ranking is normally more appreciated from both the respondents and the researcher. Comparative ratings clearly indicate that the rating is compared to another element. For instance one can rate the bananas bought at one store compared to those at another. Non-comparative assessments rate the

different objects indifferently of each other. Forced questions do not give the respondents the option to give a neutral answer whereas non-forced scales give them that option. There is no evidence that one of them work better than the other. However, most research uses forced scales as that eliminates the risk of respondents choosing the neutral option to either hide their true feelings or that they are indifferent to the survey as a whole. A balancing scale has the same amount of negative and positive options. It is commonly used since an unbalanced scale can cause bias. (Wilson, 2006)

There does not seem to be a question format that is generally better than another. However, as can be seen from the different types, the formats are all relevant for different respondent groups and different types of surveys depending on which information the researcher is looking for. The choice of question types should thus reflect the need of the information from the survey.

Step 3. Select wording

There are some errors researchers should be aware of and avoid when they select the wording for the survey. Ambiguous questions letting the respondent interpret the question differently than was intended by the researcher should be avoided. Double-barreled questions raising two topics in the same questions can also be misleading and lead to confusion. Leading or loaded questions tend to steer respondents to answering what the researcher wishes them to answer. An example of a leading question could be: "don't you think the taxes are too high?" Implicit assumptions in survey questions happen when the reference frames of the respondent mismatch with the researcher's reference frame and the question is made in a way so that the respondent can draw his own assumptions. (Wilson, 2006)

Thus, a good survey is clean from ambiguous, double-barreled, leading or loaded and implicit questions.

Step 4. Determine sequence

The survey needs to be logical and interesting from the respondents' perspective. It needs to follow a flow that makes sense to the respondents. If there are questions taking up different topics in a flow that does not follow a red thread, the respondents will feel interrogated and loose interest. (Wilson, 2006)

The most controversial question is where to ask the classification or demographical questions. Most surveys put these by the end. If the survey wishes to screen some candidates based on the demographical questions, they should come in the beginning of the survey. (Wilson, 2006)

The questionnaire should follow a funnel sequence, going from generalist to specific. This is even more important when certain questions in the beginning can alter the respondents view on questions by the end and when the respondents are screened out by certain questions to decrease the workload and get answers only from those that matter. (Wilson, 2006)
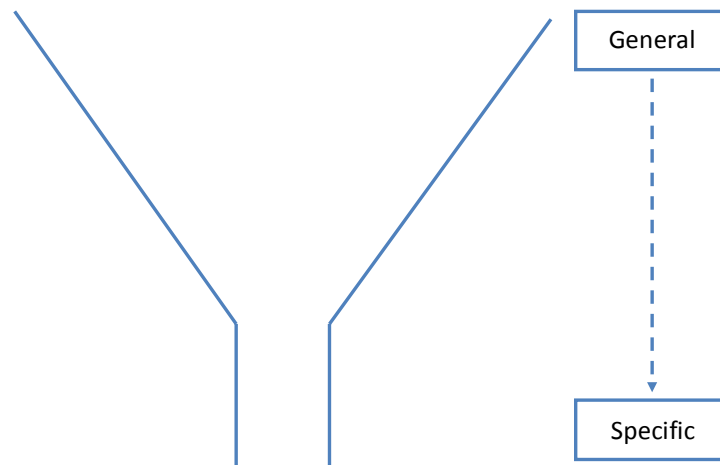

Figure 3.3 Funnel sequence of questioning (Wilson, 2006)

Step 5. Design, layout and undertaking survey

Our experiment is not focusing on the layout and design of the survey. The focus of our experiment is to cover the previous steps of Wilson's model, finding the correct survey topics, looking into question and response formats and selecting the format.

Step 6 and 7. Pilot test – exposing the questionnaire to the targeted respondents

A questionnaire is tested through assembling the above discussed focus groups. With the input from the focus an edited version of the questionnaire from each focus group is then tested on a small scale quantitative level. (Wilson, 2006) We do not wish to undertake the survey nor send out a pilot test. Thus, we will not describe these steps any further, as they will not be a part of our methodology.

2.4.4 Janes' checklist for creating a good questionnaire

Joseph Janes (1999) identifies the process of creating a survey with the following steps.

- Get an idea
- See if anybody else has done a similar survey
- Decide what you want to know

- Determine population of interest
- Write possible questions
- Design a questionnaire
- Pretest a questionnaire
- Modify the questionnaire based on the pretest
- Draw a good sample from your population to survey
- Administer the questionnaire
- Analyze the data
- Draw conclusions

The steps above presented by Janes are more general than the more detailed presented in Wilsons model. According to Janes, the following checklist is a good set of guidelines of things to think about when writing questionnaires. The questions need to be:

- Related to the problem at hand
- Of the correct type to get the best information (Options include multiple choice, open-ended, and yes/no-questions)
- Clear, unambiguous and precise. (Definitions should be given where appropriate, jargon should be avoided unless needed or appropriate)
- Not leading (e.g. "Don't you think that…")
- Able to be answered by the subjects. (Do not ask questions they cannot answer or do not know. It irritates and embarrasses people)
- Not double-barreled. The word "and" is a sign and often indicates that you are asking two questions in one, which is usually not good.
- Short. People will not read too much, get confused easily, and have short attention spans.
- Not negative. Avoid the word "not" in a question, it can easily be misheard or not heard and thus changes the question.
- Unbiased. Some surveys have a point of view in mind; they are trying to systematically influence the answers. For controversial topics, take special care to be as neutral as possible; small changes in wording can make a big difference.

Janes also identifies some suggestions as to how the questions should be ordered in the questionnaire:

- Start with the most interesting, non-threatening questions to get people to start answering. Finish with the more problematic questions.
- Finish off with the demographic questions

- Make it as easy, fun, interesting and worthwhile to the respondents as possible.

3. Methodology

In this chapter we present our chosen methodology and our efforts to achieve validity and reliability. A detailed discussion about our experimental work process is also presented.

3.1 An experimental approach

Our experiment was a classic field experiment. We used a treatment group that was given the insights of seeing our already drafted survey. The control group did not see this information. We wished to be able to measure the difference and impact of our treatment by sharing and not sharing this information with the two groups.

3.2 Experimental source: Focus groups

Our experiment looks into focus groups as a mean to create valid online surveys for a specific target group. In this research we experimented with two focus groups with somewhat different agendas (These two focus groups are discussed further below).

3.2.1 Using focus groups in two different ways

The aim of this research was to work with and compare focus groups from two different approaches to get a better understanding of how to work with focus groups when developing online quantitative surveys suitable for a specific target group. We thus conducted two different focus groups. We aimed to compare the results of the two different methods of conducting our focus groups.

Focus group 1: Running a focus group with a questionnaire template as discussion basis

Our first focus group was assembled with a quantitative online questionnaire template on CSR as discussion basis. The survey was created with input and knowledge on survey design from Potentialpark Communications in mind as well as current theories on survey design from foremost Janes (1999) and Wilson (2006). The survey was sent to the participants in advance and they were then asked to express their feelings and improvement suggestions on the survey during the focus group session. This type of focus group is part of what Greenbaum (1998) calls "New product development studies". Greenbaum's (1998) idea was to expose a new product concept to a group of

consumers to obtain their reactions to see strengths and weaknesses of the concept. In our case, the initial survey was edited based on the inputs gained from the focus group.

Focus group 2: Running a focus group without a questionnaire template as discussion basis

The second focus group was also part of what Greenbaum (1998) calls "New product development studies". With this approach, the participants were not sent the draft survey in advance and the survey was not shown to the participants during the focus group session and hence not used as a basis for discussion. In this group we discussed CSR and CSR communications more openly and the students were asked questions on what they consider important when it comes to CSR and how they think companies should communicate it. This gave us a more open and non-aimed discussion. With the insights gained in the focus group our quantitative online survey was then edited.

We acknowledge that there are many other ways that one could experiment with different setups of focus groups. Our method with two different types of focus groups is used since we hope it will give clear output and measurable results.

3.2.2   Practical Principles of the focus groups

Our two focus groups were planned to be comparable. By comparing the two focus groups, we could see the ways they worked and how information could be dragged out differently from the two different focus group approaches in our experiment.

One of the focus group had five participants and the other had four. The objective was to have five participants in both groups but we lost one participant in the last minute. We however do not think this affected the results of the research as the two focus groups gave valid and interesting input to our experiment not based on the number of participants but rather the qualitative insights to our conclusions. Our focus group choice is called a mini group according to Greenbaum (1998). By choosing to work in these small groups we had the intention to give each group member more time and room to open up. The focus group sessions were set to be approximately 60 minutes long but in reality both stretched out to closer to 90 minutes due to the interest of the topic. The first focus groups stretched out the longest. The focus groups had one moderator and one observer/secretary. The moderator's job was to steer the conversation and discussions and the observer facilitated the data gathering from the focus groups.

In order to get a more personal discussion in our focus groups we provided all the participants with name cards. We used the first names of the participants in order to avoid an unnecessarily formal discussion.

The focus group discussions were carried out at Potentialpark Communications AB in Stockholm. During our sessions we made sure to be in a silent room and also that the noise level outside the room was maintained low. This was important to avoid disturbance to our discussions.

3.2.3   The Role of the Moderator

Björn Wigeman, writer of this research paper, played the role of moderator in our focus groups. Gustav Söderlund, also writer of this paper, did not actively engage in the discussions within the focus groups but acted as observer and secretary.

The moderator conducted the focus groups in a way implied by most theory. The focus groups were conducted so as that the moderator tried not to lead or push the discussions too much in any direction in order to let the discussion range fairly widely.

3.3 Developing a survey with students as target group

In order to answer our research question, our experiment was conducted by analyzing and testing a set of focus groups. Through assembling focus groups with the objective of developing and improving a quantitative online survey towards students, we aimed to increase the knowledge on methodology when using focus groups. In our example, last year students at the university were our target group. Hence, we did not exclusively and directly discuss how to design online quantitative surveys in general but moreover have this as a hidden agenda to our experiment. The intention with the use of an example was to add more feelings and strong opinions than discussing survey design directly.

3.4 Developing a questionnaire template

The process of creating the questionnaire template was done from input from two different angles. We used input from the theories, mostly Wilson's "Questionnaire design process" (Steps 1-4). We also used the research and surveys done by the research institute Potentialpark Communications when designing our template. Potentialpark has conducted quantitative online surveys based from qualitative assessment since 2002. Their input was coherent with the knowledge learned from Janes

and Wilson. Therefore, we used a lot of the insights from Potentialpark's already existing research in our development of the questionnaire.

3.4.1 Choosing Question Topics (Step 1 in Wilsons "Questionnaire design process")

We started by developing the question topics. Since the objective of our example study was to understand how the respondents wish for companies to communicate their CSR efforts, we needed to both either educate them on their knowledge on the subject of CSR or see to that they already knew what it is. Therefore, the first of our question topics was Questions on CSR to find out the level of understanding of the respondents. Our second question topic needed to create an interest in the survey and a feeling of "making a difference" to the respondents. We therefore chose to ask them questions on how they wanted companies to work with sustainability. These two question topics both lead up to the important third question topic of how companies should communicate their efforts in CSR. Thus, the first and second question topics were at this point secondary to our research but highly needed to understand the level of knowledge of our respondents and to keep their interest level up.

3.4.2 Selecting Question and Response Formats (Step 2 in Wilsons "Questionnaire design process")

The demographical questions varied from being different types of closed questions. Examples of these are female/male, which university they study/have studied at where they chose from a list, if they had any plans for an international career or not and so on. In the execution questions we gave the respondents a bit more freedom to personalize their answers. We started with closed questions and scaling questions and gave them some open questions at the end of the section. The communication questions were all scaling questions. Here we gave them choices from how important certain information and certain functionality are on a company's CSR section of their website.

3.4.3 Selecting Wording (Step 3 in Wilsons "Questionnaire design process")

We carefully went through the different questions to see to that there were no wording errors included. We made sure that they were not ambiguous, double-barrelled, leading or loaded and implicit.

3.4.4 Determining Sequence (Step 4 in Wilsons "Questionnaire design process")

The question topics gave us the first and overall road map to go from general questions to specific questions. Within the different topics, we also had a clear line going from general to specific. The communication topic which was the foremost important section started with scaling questions letting the respondents rank the importance of certain parts of the CSR section of a company website. From these responses, the questions then went into more detail, looking at each and every feature and piece of information that should be included to perform well from a visitor's perspective.

3.5 Performing the test: Presenting the experimental process of developing our questionnaire

Our work process began with developing a questionnaire template which was then tested in two different focus groups. The results from each focus were then applied to the questionnaire template separately. The whole process was then analyzed and evaluated with the use of theories of Wilson, Janes, Morgan and Greenbaum.

Development of a questionnaire template

Focus group with survey

Focus group without survey

Focus Group 1

Focus Group 2

Analysis and application of the results

Analysis and application of the results

Analysis of the two processes
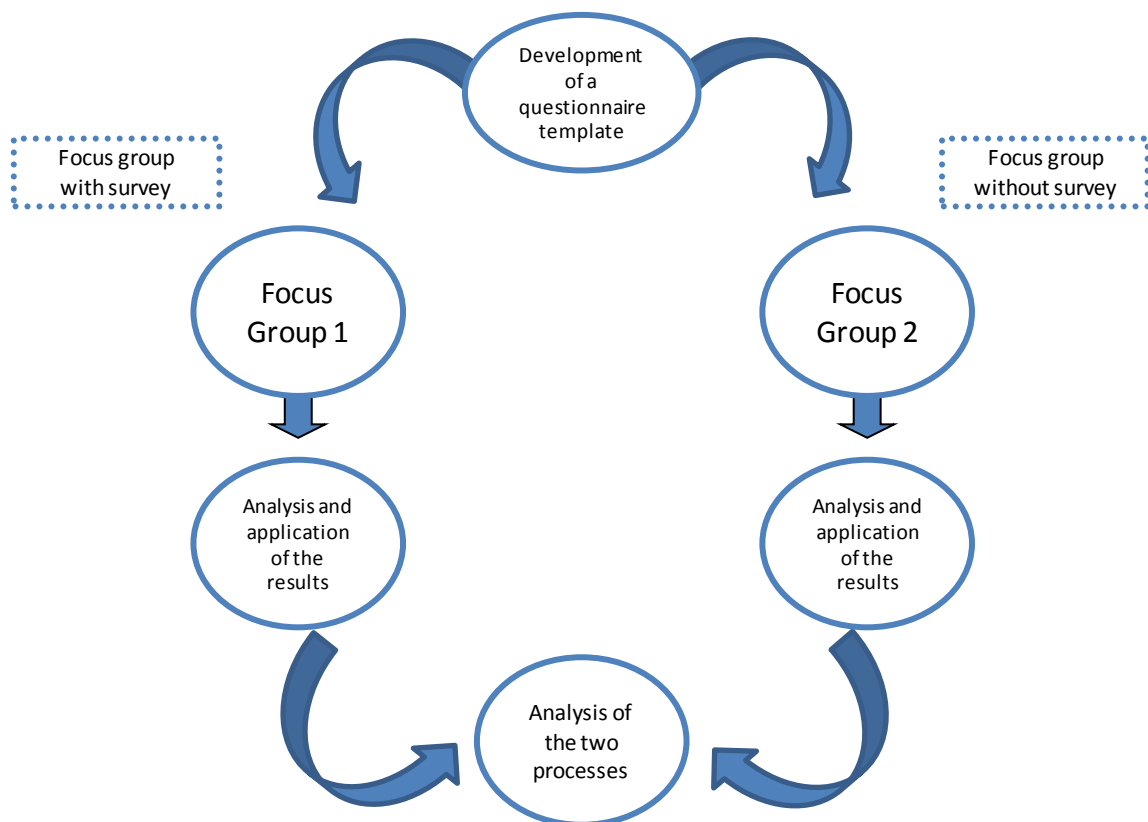
3.6 Analyzing the empirical data

Our analysis can be divided in two parts. The first part focused on analyzing the specific work strategy of the focus groups with everything from the role of the moderator to the agenda analyzed. For this part we used theories of Greenbaum, Morgan, and Wilson to analyze the empirical data. The first part aims at erasing or considering the aspects of outer involvement so the second part only needs to focus on the exact outcome of the focus groups. We will here take into consideration what different outcome we could have had if the focus groups were conducted differently, if they came in the other order, beginning with the second focus group, or if for instance we would have tested our experiment on more than two focus groups.

Our second part of the analysis focused on the outcome of the focus groups, i.e. the two questionnaires. For this analysis we used the theories by Wilson and Janes to evaluate and compare what theory says about questionnaires and how the questionnaires actually looked after the input from the focus groups. We will here also take into consideration the actual feedback and insights we got from the focus group members that helped us in the creation of these surveys.

We hope that this setup will give the most objective outcome of the focus groups. The different other approaches we could have used will be dealt with in the criticism of the research at the end of our report.

3.7 Further acknowledgements on our research methodology

3.7.1 A Qualitative research approach

We have chosen a qualitative methodological approach to our research since we are investigating how focus groups should be used as a tool for designing quantitative online surveys towards a specific target group. The qualitative research approach allows us to go into depth in our research question which would not be the case if applying a quantitative approach. The qualitative approach also suits our research well since we interpret words and interactions in our focus groups. We have adopted an interpretive position to our research since we are interested in the understanding of the social world through an examination of the interpretation of that world by its participants. Through an in depth understanding of the opinions and thoughts of the focus group participants we gain more insight to the area of online research.

3.7.2   An iterative approach

Our research has a strong empirical focus and therefore an inductive approach. The outcome and results of the focus groups may bring us new insights to the area of focus groups and online quantitative research. But our research is also based on several theories on how to conduct focus groups and how quantitative surveys should be built.   Thus, our research also has a deductive element since we use theories in our research. Hence, we consider our research to be iterative, though with a slightly stronger inductive element.

3.7.3   Validity and Reliability of our Research

The major concern of our research is to obtain high internal reliability and internal validity. Concerning internal validity we will try to develop a truthful match between our observations and the theory we tend to develop. We have no intention to obtain high external reliability since we agree with LeCompte and Goetz that it is difficult to replicate a qualitative study (Bryman and Bell 2007). Obtaining high external validity is also difficult because we work with such a small sample which is difficult to generalize. However, some research implies the possibility of generalizing qualitative research.

3.7.4   Potentialpark and its research input

The aim of Potentialpark and its research is to help companies communicate better with potential applicants through their company career websites. Since they frequently work with focus groups and quantitative surveys, we found their research to be valuable for our own research. We used their research together with theories on questionnaire design, mostly Wilson's "Questionnaire design process" (2006), to develop our questionnaire template and the set-up of our focus groups. The discussion templates for the two focus groups use for instance post-its to see to that all the group members get to share their opinions. This method is widely used in the standardized research from Potentialpark. Such practical applications are methods we learned from the knowledge within Potentialpark.

It should also be mentioned that Potentialpark Communications not only played the role of advisors to the research set-up, but also was a strong stakeholder in the results of the research. As a research company, Potentialpark Communications were interested in finding out more about students' preferences around the topic of CSR and also to review their own research methods.

4   Empirical data

In this chapter our focus groups are first of all presented in depth. Thereafter we present our gathered empirical data and implications for the survey.

4.1   Empirical Data from Focus Group 1

(See Appendix 3 for the questionnaire template, appendix 2 for the discussion material used in focus group 1, appendix 4 for the full data from the focus group and appendix 6 for the questionnaire after implications from the focus group 1 discussions)

4.1.1   Empirical data divided in the areas covered in the discussions

What is Corporate Social Responsibility?

The participants were first asked to write down on post-its what they associated with the word CSR. After a couple of minutes Björn attached all the post-its on the notice board and all the participants were told to describe their notes and then together arrange the post-its in groups. The overall view from the focus group was that CSR is not just a plain way for companies to do well. According to the participants, CSR is a way for companies to in the end earn more money.

Some of the participants used strong words like corporate bullshit when describing their thoughts of CSR. Others were a little more positive and linked CSR with words like environmental businessman ship. The participants agreed that companies need to show that they are environmentally aware because it is important in today's society.

The discussion continued into what type of CSR is good. One of the participants said CSR has very different meanings throughout the world, but the really good CSR is the one that is part of the company's core strategy.

What are your initial thoughts on the survey?

The focus group participants were asked to write down their initial thoughts of the survey on post-its. Most of the respondents thought it was unclear who the survey aimed at and what the purpose of the survey was. They thought the survey demands very much of the respondent and it was hard to understand many of the terms used.

Specific comments to the questionnaire template

The focus group participants were asked to write down their specific thoughts on the questionnaire template. Some of the participants thought the questions in part 2 were "dummy questions" since we had to some extent already specified the answers to these questions. We had some discussion on the last question of part 3 "How much revenue do you think a company should spend on CSR related projects?". Some of the participants did not like this question.

The respondents gave us the most comments on part 5. They thought the words used in this part needed better explanations. Many of the words used here were very hard to understand, according to the participants. They all thought a "test home page" to evaluate the features would be the best.

Given that the survey wishes to examine the way students want companies to communicate CSR, what would you add and what would you exclude from the survey?
The general opinion from the participants to this question was that it has to be added and clarified who the survey is aiming at. One of the participants suggested that the survey could be divided in two separate surveys. One on services and one on products since there is such a big difference between these two areas.

Would you answer a survey like this?
The participants were very skeptical towards answering a survey like this. One of the participants thought the area is interesting but at the same time uncertain if she would respond to the survey anyway. Another participant said he would never answer any survey at all and only one of the participants was positive towards responding.

4.1.2   Implications for the questionnaire from focus group

The input from the first part of our focus group discussions (What is CSR) gave us a broad view of the thoughts our focus group participants had on CSR as a concept. The participants were in agreement that CSR is not merely an effort from today's companies to do well. They consider it to be more of an effort to earn more money because it has become a trendy thing. Because of this cynical view of CSR that our focus group participants had we consider it important to first of all add a question to our questionnaire concerning if the respondent even considers CSR to be a subject of interest at all. The respondents that answer yes to the question "Is CSR important to you?" will have more in depth questions as to what they consider important in CSR and also questions on CSR communication. The respondents that answer no to this question will not have these in depth questions. One clear insight we got from the focus group was that they do not want to answer questions they do not care for and so we hope that by not having uninterested respondents increase the importance of the survey.

Another important insight from our first question was the fact that CSR has very different meanings in different countries. This is an important topic to have in mind if our survey would be launched on a global level.

The second and third part (Thoughts and suggestions to the survey) gave us explicit suggestions as to how we can improve the survey. First of all, it is very important that we explain the purpose of the survey. The focus group participants were confused because they did not really understand what the purpose of the survey was.

We will remove some of the questions that aimed at determining the knowledge level on CSR because the focus group was in agreement that it was "dummy questions". In part three we will first of all add examples and explanations to the first question (Do you wish for companies to act in the..). We will also link question number three (How much revenue do you think a company...) to the first and second alternative in the previous question since (Do you prefer companies to...) this question is not relevant when incorporating CSR to the production or service (being part of the core business). In part five (questions on the company website) we will add explanations to the first question on usability since it became clear to us that the participants had problems understanding the terminology. We will also work on questions three and six in part five and add explanations to the terminology since the respondents considered the alternatives to be unclear.

As for the fourth part of the focus group discussion (Would you answer such a survey?) it is of course alarming that the focus group was negative towards responding but we hope that our improvements of the survey will increase the response rates.

4.2   Empirical Data from Focus Group 2

(See attachment 2 for discussion material for focus group 2, appendix 5 for the full data from the focus group and attachment 7 for the questionnaire after implications from the focus group discussions)

4.2.1   Empirical data divided in the areas covered in the discussions

What is Corporate Social Responsibility?

The participants were asked to write down on post-its what they associate with the word CSR. After a couple of minutes Björn attached all the post-its on the notice board and all the participants were asked to describe their notes and then together arrange the post-its in groups.

Three areas were mostly discussed: ethics, employees and environment. Ethics was seen as an area CSR brings to the table when company law is not applicable. The employees' benefits and basic human rights are seen from both the western world's perspective and with examples such as Pakistan. CSR was also seen as a way for companies to regulate and work for a cleaner production and a more environmentally friendly approach.

The group discussed the timing of CSR and the hype of it in these times. One question that went around was why CSR has been given such an importance in these times. Some thought that it is natural and that it comes with the development of our society whereas others leaned more towards an effect of the globalization.

The group members were all in agreement that the goal for companies always will be to make a profit and that CSR to some extent will be a pursuit for goodwill and to be seen as better to the public. The efforts in CSR goes together well with their efforts for making profit sometimes but when it creates a conflict between the two, it becomes a paradox.

Initial thoughts on a CSR survey from a student's perspective

The respondents were asked to answer in the same fashion as the first question with post-its what questions they would find interesting to answer in a survey going out to students about CSR.

Some of the respondents found it interesting to rate the importance of different real life CSR projects that companies work on. It would also be of interest to rate the importance of ethical versus employee CSR efforts.

Many of the group members noted that it is unlikely for some to finish an extensive survey. They would therefore like to include a question upfront if you care about CSR at all. By doing so, the one's that do not have an interest will not have to complete certain parts of the survey. Also, in which industries CSR makes a difference would be an interesting question according to the group members.

Thoughts on a more specific survey based on communicating CSR

Björn now gave the group members more information on the actual purpose and survey that we wish to look into: "Given that the survey wishes to examine the way students want companies to communicate CSR, what questions would you see as relevant to include?"

Some group participants gave us suggestions for demographical questions to ask. Other participants suggested that it would be interesting to look into how often the respondents click on CSR links and

enter pages containing information about certain companies' efforts in the area, and also ask what the key drivers are to find that information.

A very interesting suggestion that came up was to evaluate if students have different expectations on large companies compared to smaller.

Some participants also suggested questions concerning the trustworthiness of CSR information. A good questions could be to ask were the students find the information most trustworthy.

Would you answer such a survey?

The size and length of the survey was the number one driver for the group members to decide on whether or not to complete the survey. Some of the participants stressed the importance of creating a dynamic survey where the respondents' answers alter the way the rest of the survey continues. In that way the respondents would not have to answer questions of less importance.

4.2.2   Implications for the questionnaire from Focus Group 2

The group brought up the different aspects of CSR. They discussed the difference of ethics, social and environmental rights. We feel that this discussion is brought up in the survey already in question 7:2 where we ask the respondents to answer on which type of CSR they wish companies to act in. The group also discussed the difference of CSR to charity work. This aspect was also looked in to in the survey with the question 7:3.

The discussion led on to regulations. Since regulations and political lobbying is not in the scope and purpose of the survey, we chose not to include any additional question in the survey based on that discussion.

One question that was discussed was whether CSR is only a hype that will fad out. For those that are not that interested in CSR, we added that question to find out about their take on CSR in the future. As this discussion went on, the group went into a discussion on CSR as a good cause versus only a PR trick from companies. We already had a question bringing this up in 7:2.

One of the group members thought it would be interesting to rate different CSR cases. We found the idea interesting. We decided not to include it since we fear that the choice of case study would affect the outcome of the survey. However, the group suggested to rate the different types of CSR as well and that was a good idea both from interest and from a survey perspective. We therefore chose to change the question 8:2 to a rating scale question, giving the respondents the chance to rate their preferences instead of choosing them. They also wanted to have more freedom in answering a

question about good CSR in their own words. This would give the respondents the chance to tell in their own words how good CSR should be executed. We therefore added this question (8:4).

As the discussions moved into more of the communicational aspects of CSR, one idea was to rate the trustworthiness of different communication methods. We hope this will help the report showing what students trust most when being communicated to on the subject. Question 9:2 brings this aspect up and was added based on the focus group's input.

The group wanted the answers to the survey to be more real and based on real events. Therefore they suggested asking both if CSR alters the respondents' purchase behavior and if it has done so in the past. This also had implications on when to look for employment, according to the group. We liked this input since it gives real answers rather than hypothetical thoughts. We added three sections (#4 to #6) to investigate how the respondents' purchase and employment behavior is altered through CSR.

They suggested looking into where students look for information on CSR. We already had a question (9:1) that asks this. They also wanted us to examine which industries are most important to execute and work with CSR. We chose not to include this question as we do not think it will bring any interesting conclusions for the report.

One of the group members were having some new ideas on the demographics that could be of interest. He wanted to look at which students were members of CSR-linked organizations to find out if they were somewhat homogeny as a group. He also suggested asking of language knowledge since that makes some students with sever language knowledge able to follow the news on the subject in many different languages. We chose not to include these demographical questions since we personally do not think they have significance.

They suggested asking about the general feeling about CSR to find out if the students were interested in CSR at all. We found this to be interesting out of two reasons. First of all, we get to have statistics on whether students care about the subject. Secondly, it helps us to make the survey shorter and more direct for those who do not care about the subject. We therefore included this question (2:9) to differentiate those who do not care from those who do.

They also asked us to ask: "What would trigger you to find out information on specific companies' efforts?" We found the question to be too unclear for a survey and chose not to include it. Further they wanted to look into which types of students are triggered by which type of CSR. This is at the core of the survey as it was already and gave us a notion that we are on the right track.

Interestingly, it was brought up that you might have bigger expectations and demands on the larger corporations than the smaller and local companies. We want to find out if this is true so we added a question (8:1) to look into this.

The whole group was in agreement on the importance of a short survey. If it is too long and extensive, they will not answer. We therefore tried to keep our survey as short and impact as possible. We added some differentiating logic to see to that the questions only were answered by those they aimed at.

5 Analysis of the work process

In this section our whole work process is analyzed with the use of our gathered empirical material as well as our chosen theories.

5.1.1 The focus group discussions

Both focus group discussions were introduced with an open question on what corporate social responsibility is. This open question gave the discussion sessions a powerful start since everybody had an opinion in the matter and were not always in agreement with each other. The discussions in the two focus groups led in somewhat different but highly interesting directions. Theory (Bryman and Bell 2007, Greenbaum 1997) suggests that the role of the moderator should be not to push the discussion in any direction with too many questions but rather use a fairly small number of very general questions to guide the focus group session. This strategy was followed in focus group 1 but it can be criticised whether this general strategy is the right to follow in all types of focus group sessions. Because of the already focused discussion in focus group 1 aimed at the questionnaire our basis with four discussion areas during the session could have been more detailed than in our case. In focus group 2 where the discussion was more openly conducted the same strategy was followed. In focus group 2 this type of moderating was more suitable because of the more open and creative discussion that was conducted.

In both groups we had asked the participants to write down their thoughts in advance before sharing them with the rest of the group. Greenbaum (1998) suggests this as a good tool, and we saw in both of the focus groups that this method gave us a balanced discussion since everybody participated.

The experiment conducted in focus group 1 as a whole was conducted in a way which gave us a focused discussion since we used the questionnaire template as discussion basis to a great extent. Morgan (1997) points out how focus groups can be used in three ways when creating surveys: finding the domains that should be looked at in the survey, establishing the dimensions in these domains, and also see to that the researcher's intended message and questions are effectively conveyed. In focus group 1, we received empirical material primarily helpful for establishing the dimensions in the domains and seeing to that the intended message and questions were effectively conveyed. The creativity of the focus group participants was somewhat limited because of the settled frames of the discussion. We specifically asked them their opinions on the questionnaire which was good for

developing our already established questionnaire template. At the same time the discussions gave us little input to question improvements outside our settled domains.

The experiment in focus group 2, where we did not use the questionnaire template as a discussion basis we felt that the discussion was more open than in focus group 1 since the participants were given more "freedom" to express their opinions on the subject. The discussions gave us empirical data outside our settled dimensions created in the questionnaire template since the participants were not shown the questionnaire. Focus group 2 gave us new suggestions as to how we could develop the survey and also helped us establishing the dimensions in these domains. Focus group 2 did however not give us any implications as to how we could see to that the intended message and questions were effectively conveyed since the questionnaire was not shown.

Wilson (2006) suggests usage of qualitative methods only in the first step of his questionnaire design process. We have in our research tested the usage of focus groups as the qualitative method on different stages in the process. In focus group 1, we included the survey as discussion basis and therefore received more actual feedback and help with the formats, wording and sequence. We found that this focus group also gave us good input to the further development of the survey and hence we do not fully agree with Wilson's model. The focus group can clearly also be used in steps 2-4 in Wilson's model. In focus group 2 we, by not including the survey, received empirical data for developing question topics and received good empirical material for the development of the questionnaire. Thereby we can confirm Wilson's model in the sense that focus groups is a good tool for developing the first steps in the questionnaire.

5.1.2 Analyzing the outcome from the focus groups

In this chapter we use our chosen theories (i.e. theories by Wilson and Janes) to analyze and measure the outcome from both our focus groups.

Include only relevant questions

Wilson (2006) suggests the questionnaire to be interesting, relevant and concise and still not loose focus and vital information. Janes (1999) talks similarly of the importance of having a survey that is relevant to the problem at hand. Through focus group 1, we had critical eyes when looking at our questionnaire and thus gained insight to what our target group thought of our chosen questions. We can also from the testing of the survey conclude that none of the respondents found any of the

questions to be irrelevant. The input from focus group 2 gave us insights that shifted the survey into more than the communications' approach. The feedback made us thinking of broadening the survey into more questions and topics around the aspects of companies' execution and trustworthiness of their CSR activities. With these changes made with input from focus group 2, the survey got more interesting and relevant to the respondents. They were more triggered by the content. However, we fear that the research objectives were to some extent altered and the potential clients buying the CSR findings might not have such a big interest in these findings as the respondents get from sharing their opinions on the matter. We have thus considered the characteristics of the respondents well based on the feedback from focus group 2, but on the cost of losing a bit of the research objective.

The right question formats

When choosing the types of questions, both Janes (1999) and Wilson (2006) brings up the importance of the correct question types for the purpose of the survey. The survey based on focus group 2 had more open-ended questions. When we tested the survey, we found that respondents fell off when the open questions were asked. We saw the same pattern when testing the survey from focus group 1. This type of question in general tends to demand a larger time effort from the respondent which might result in a lower response rate than closed or rating questions. The topic of CSR or the respondent group we selected might also not be of the clear interest of answering open-ended questions. This input might have led us to improper choice of question types. People in focus groups might be more positive towards open-ended questions than respondents to a survey. The nature of a focus group is discussion and therefore we fear that in the environment of the focus groups, the members tend to ask for more open-ended questions in general for expressing their thoughts.

Avoid ambiguous, double-barrelled, leading, loaded and implicit questions

Both Janes and Wilson advise against this type of questions. In focus group 1, where we received specific suggestions to our questionnaire we were able to remove such questions. We could not get that much input on specific questions from focus group 2 as they were not given the chance to see the survey. However from the testing of the surveys we did not receive any comments from the respondents regarding such errors. We can however conclude that removing loaded questions is difficult. CSR might be a loaded subject to some respondents and thus our questionnaire might also be considered as loaded. For getting rid of these types of survey errors, we question the use of focus groups. The nature of the focus groups is discussion and the errors are not a subject that is up for discussion in the same extent. When testing the survey however, we find that any survey errors will become clear.

Keep the survey as short as possible

Janes (1999) says the questionnaire should be as short and concise as possible. In both of our focus groups we had comments on the importance of keeping it short. However we kept the survey created with input from focus group 1 a little bit longer than the one from focus group 2. This due to the fact that the focus group 2 participants emphasized even more in this feature than the participants of focus group 1. The small scale quantitative test resulted in comments on the length on both the surveys. Some respondents considered the surveys to be too long.

Do not ask questions the respondents will not understand

According to Janes (1999) and Wilson (2006), respondents might feel embarrassed or irritated if they are asked to answer questions they do not understand. We tried with an educational question in the survey based on focus group 2 to secure the knowledge level of the respondents. In both surveys we also asked questions on whether the respondents had searched for information on the subject and if so, where. These questions were our way of controlling that the respondents knew the subject discussed. If they did not, we would be able to discard their input and also redirect them to sections with questions specialized for their level of understanding. We thus agree with Janes and Wilson on the matter of not making the respondents feel embarrassed or irritated. We believe that it is of importance to keep the respondents interest up by having them answering questions based on their level of knowledge. The feedback from the focus groups also acknowledges this, where it was said that one should not have to be asked about preferences of tobacco products if you do not smoke, as an example.

The order of the questions

Janes (1999) suggests putting the demographical questions at the end of the survey. Since none of the focus group members or the test respondents reflected on this, we chose to keep these questions in the beginning as they are essential to our research. We found putting the demographical questions in the beginning of the questionnaire to have some important advantages. If the respondent would choose to abort the completion of the questionnaire the researcher, in the case of putting the demographical questions at the end, would not have any knowledge of who the person is and thus would not have much use of the completed questions. However, if the demographical questions are put in the beginning of the questionnaire even an uncompleted questionnaire would be useful to the researcher. We therefore disagree with Janes' opinion of putting the demographical questions at the end of the questionnaire. There is a risk that we will loose respondents, according to

Janes, by having the demographical questions in the beginning. Our test surveys were not affected by this and therefore, we see both arguments for having them in the beginning and in the end.

Janes also talks about the importance of having easy and intriguing questions in the beginning to spur respondents to answer. Our feedback from the focus group was also focusing on the importance of such an order and we therefore chose to follow this guidance in both our questionnaires. This approach goes hand in hand with the flow from general to specific questions that Wilson (2006) suggests. There does not seem to be any evidence for a more successful survey with the questions in any other order.

6 Conclusions and Future Research

In this chapter we draw conclusions from the analysis, discuss some criticism of our research, and present implications for future research.

6.1 Conclusions

Our ambition was to be able to discard one of the focus group types used in our experiment but ended up learning much more. Both focus groups can be used but should be used differently depending on the level of prior knowledge in the research area.

If the survey is far into the development and the researchers have a clear insight to the domains that should be researched, we suggest the usage of a focus group where the group members have been given an insight into the actual draft of the survey. However, if the survey is far from finalized and the researchers are looking for more creative ideas and assessment of the concepts and domains, we suggest the usage of a focus group with more freedom where the group is not affected by seeing the survey before or during the focus group.

In our research we can clearly see the importance of starting off with an open, easy to understand question in which all the focus group participants can take active part. This gives the focus group discussion a good start and facilitates one of the most important sides of the focus group, to let all the participants have their voice heard. We also found Greenbaums (1998) suggestion to have the participants write down their thoughts on post-its before sharing their thoughts to be a useful tool for having all the participants participating in the discussions.

Regarding the role of the moderator, we clearly see the importance of having a somewhat passive and discussion-driving moderator suggested by most theories on focus groups when dealing with a focus group that is assessing a survey without the usage of a draft. In that way, the group is able to come up with more creative suggestions and conclusions and there is not a set agenda for where the discussions should lead. For a focus group with the questionnaire template already distributed, we acknowledge the possibility of a more clear and successful outcome if the moderator would lead the group more hands-on with more specific questions.

As for the testing of the survey we confirm Wilson's (2006) model that it is very important to always test the survey on a small scale quantitative level before launching it.

The research made by Wilson and Janes suggest different stages in where qualitative research can aid in building a questionnaire. We can conclude that survey errors in the wording, flow, layout and design of the survey are best dealt with using a focus group already exposed to the draft of the survey. If the researcher is looking for question topics, creative ideas, input on the interest level of the subject or new thinking, a focus group with as much freedom as possible around the subject is needed. For a graphical image of this conclusion related to the research of Wilson, please see Figure 7:1.
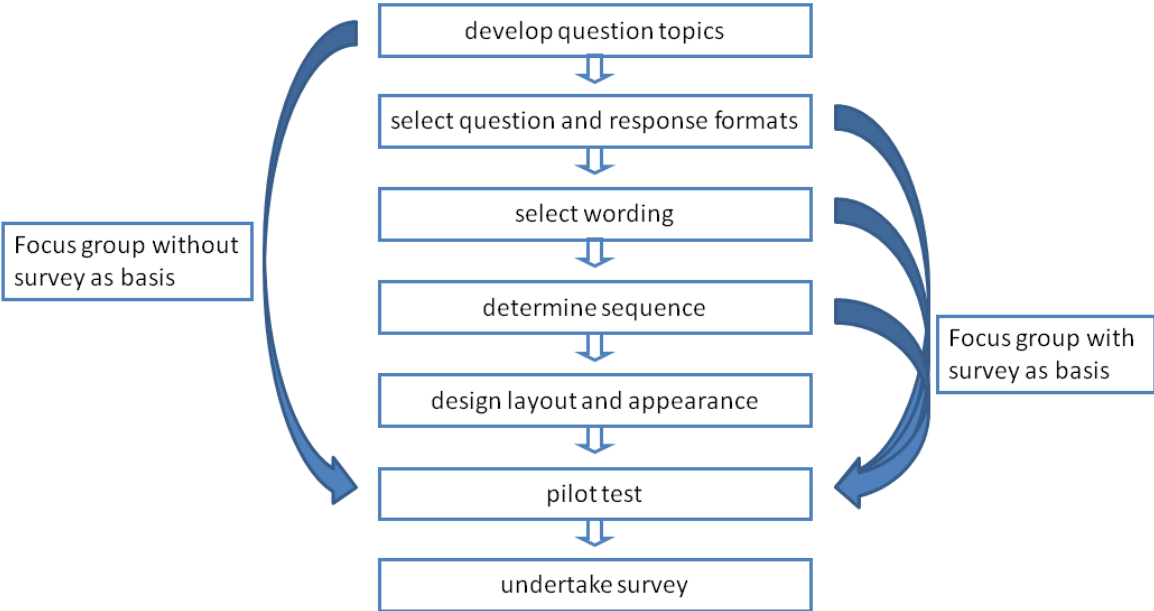
Figure 7:1 Our conclusion of the usage of focus groups applied to "The questionnaire design process" by Wilson (2006)

6.2   Criticism of our research

We performed the experiment with one focus group per each type of session. To be able to generalize our results and draw more certain conclusions we would have needed more focus groups.

When we held the focus group without the survey as a basis, we had already created a draft of the survey. We were therefore to some extent already biased and lead by our own work. If we had held

the focus group earlier before the creation of the survey, our minds would have more open and therefore more available to new thoughts and input.

By choosing specific aspects of the focus groups and deep-diving into assessing these, a researcher would be able to find out more specific results. Our conclusions are therefore more general. The choice of theories to base our analysis also limited us to more general conclusions. With more theories to choose from, the conclusions would have been able to show specific feedback.

6.3   Suggestions for future research

It would be interesting to analyze the process and outcome of a combination of the two focus group types. This would mean first using an openly conducted focus group as idea generator and then when the domains are more clear to the researchers a more aimed focus group letting all participants judge a questionnaire template could be used as discussion basis.

It would be interesting to analyze the use of focus groups as we did but with more focus groups involved and then also test the outcome from the focus groups on a large test group. This would give the researchers the possibility to generalize the results and draw more certain conclusions. With a quantitative pilot test, researchers might be able to draw more conclusions on the actual outcome to respondents from the focus group assessments.

In order to further analyze the role of the moderator it would be interesting to test different roles of the moderator and compare it with the results. As our research implies, we are not certain that the moderator always should play the role as passive as other research implies (Bryman and Bell 2007, Greenbaum 1998).

Our contribution is a better understanding on focus groups and we hope that our experiment could be used to make even larger research experiments in order to better understand how one can create further research based on the discussions of focus groups. If correctly structured, we believe that focus groups both can stand as ground for question topics as well as the wording and more detailed input. Therefore, we hope that others will continue what we have started to determining how to best use the means of focus groups.

7 References

All our references are presented in detail divided into literature, interviewees, internet and other sources.

7.1 Literature

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7.2   Interviewees

Focus group 1 Tuesday March 3, 2009

Corell, Linnea

Holm, Björn Alex

Höjman, Martin

Steen, Anton

Undeman, Olle

Focus group 2 Wednesday March 4, 2009

Deibrant, Andreas

Drubin, Kimi

Jacobsson, Ludvig

Lundberg, Mikael

7.3   Internet Sources

http://www.surveymonkey.com, 2 Feruary 2009, 19:44

7.4   Other Sources

Torgil Lenning, CEO & Founder, Potentialpark Communications

Appendix

Appendix 1: Discussion material for focus group 1

Appendix 2: Discussion material for focus group 2

Appendix 3: The questionnaire draft as basis for focus group 1

Appendix 4: Empirical Data from Focus Group 1

Appendix 5: Empirical Data from Focus Group 2

Appendix 6: The questionnaire after input from focus group 1

Appendix 7: The questionnaire after input from focus group 2

Appendix 1: Discussion material for focus group 1

Focus Group Discussions Corporate Social Responsibility; its execution and communication from companies.

Part 1: What is Corporate Social Responsibility (CSR)?

Good day! Today, we will go into Corporate Social Responsibility, what that is, what it means to you and how you want companies to execute it and communicate about it.

First, what is CSR? Corporate Social Responsibility is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders, as well as the environment.

Please pick up some post-its, write what you associate with CSR on them (one word per post-it) and hand them over to me.

*the participants choose 3 words (by them selves – no team work)

*after a couple of minutes the leader goes through each participant's choice, puts the post-it-notes up on the paper and asks why. Make notes on the paper if necessary.

*the leader together with the group categorises the words into groups, such as "social", "economic", "environment", etc.

Ok, could we accept these categories as representative for CSR? Did we forget anything?

*if something else comes up, the leader writes this down and puts it on the board.

Part 2: Initial thoughts on the survey

How many have read through the survey you were sent?

What are your thoughts and feedback on the survey?

Please pick up some post-its, list 3 things you liked about and 3 things you didn't like about it on them (one word per post-it) and hand them over to me.
*the participants choose 3 words (by them selves – no team work)
*after a couple of minutes the leader goes through each participant's choice, puts the post-it-notes up on the paper and asks why. Make notes on the paper if necessary.
*the leader together with the group categorises the words into groups, such as "social", "economic", "environment", etc.

Did we forget anything?

*if something else comes up, the leader writes this down and puts it on the board.

Part 3: Given that the survey wishes to examine the way students want companies to communicate CSR, what would you add and what would you exclude from the survey?

Please pick up some post-its, write what you would add and exclude (one word per post-it) and hand them over to me.
*the participants choose 3 words (by them selves – no team work)
*after a couple of minutes the leader goes through each participant's choice, puts the post-it-notes up on the paper and asks why. Make notes on the paper if necessary.
*the leader together with the group categorises the words into groups, such as "social", "economic", "environment", etc.

Did we forget anything?

*if something else comes up, the leader writes this down and puts it on the board.
Follow up:

How would you structure it differently to suit its purpose?

Part 4: Would you answer such a CSR survey? Why, why not?

Thank you for your participation!

Appendix 2: Discussion material for focus group 2

Focus Group Discussions Corporate Social Responsibility; its execution and communication from companies.

Part 1: What is Corporate Social Responsibility (CSR)?

Good day! Today, we will go into Corporate Social Responsibility, what that is, what it means to you and how you want companies to execute it and communicate about it.

First, what is CSR? Corporate Social Responsibility is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders, as well as the environment.

Please pick up some post-its, write what you associate with CSR on them (one word per post-it) and hand them over to me.

*the participants choose 3 words (by them selves – no team work)

*after a couple of minutes the leader goes through each participant's choice, puts the post-it-notes up on the paper and asks why. Make notes on the paper if necessary.

*the leader together with the group categorises the words into groups, such as "social", "economic", "environment", etc.

Ok, could we accept these categories as representative for CSR? Did we forget anything?

*if something else comes up, the leader writes this down and puts it on the board.

Part 2: Initial thoughts on a CSR survey. What questions and topics should it include?

Please write down what questions or topics you would find interesting if answering a survey on CSR

Please pick up some post-its, write the different topics or questions on them (one word per post-it) and hand them over to me.
*the participants choose 3 words (by them selves – no team work)

*after a couple of minutes the leader goes through each participant's choice, puts the post-it-notes up on the paper and asks why. Make notes on the paper if necessary.

*the leader together with the group categorises the words into groups, such as "social", "economic", "environment", etc.

Did we forget anything?

*if something else comes up, the leader writes this down and puts it on the board.

Part 3: Ideas for a CSR survey meaning to find out how companies should communicate their CSR

Please write down how you wish companies to communicate their CSR efforts, internet, newspapers etc.

Please write down what features you would find important if visiting a company website on CSR.

Using Post-its as above

Part 4: Would you answer such a CSR study? Why, why not?

Thank you for your participation!!

Top CSR Web Survey

1. Demographics

As our world changes and the impact of large corporations can alter both economic, social and environmental aspects of our world, it becomes increasingly important for companies to work for good.

The major incentive from a company's perspective in helping the world is external relations. To be able to communicate its positive impact helps the company and the world to find a win-win situation.

Therefore we wish to help companies better understand what students today hope for them to work on as well as communicate when it comes to their sustainability efforts (Corporate Social Responsibility).

1. Gender

○ Female

○ Male

2. Right now, you are...

○ Student / Recent Graduate

○ Employed / Self-employed

○ None of the above

○ Between employments

3. In which country are you / did you study? (choose the one where most of your studies have been done)

[▼]

Other (please specify)

[   ]

4. At which university do / did you study?

[   ]

5. What is /was your major or subject? (If several, choose the closest match)

○ Law

○ Other

○ Medicine

○ Business / Economics

○ Engineering

○ Natural Science / Math

○ Arts / Music / Literature / Language

○ IT

○ Social Sciences / Culture / History / Politics

6. What is the highest degree you have / plan to have? Select what comes closest)

○ Bachelor (B.A., B. Sc., etc.)

○ Master, Magister, Diploma (M.A., M. Sc., etc.)

○ MBA

○ Ph. D., Doctorate

○ Higher

7. When will you graduate?

○ Within 1 year

○ In between 1 to 2 years

○ In between 2 to 3 years

○ In between 3 to 4 years

○ In more than 4 years

○ I have already graduated

Other (please specify)

[   ]

8. You graduated / plan to graduate in the top ...

○ 5% of your class

○ 10% of your class

○ 25% of your class

○ 26-100% of your class

○ Not sure

9. Have you studied or worked outside of your home country for 5 months or more?

○ Yes

○ No, but I plan to do so

○ No, and I do not plan to do so

Top CSR Web Survey

2. What is CSR to you?

We want to make sure all respondents are on at least a basic level of knowledge on the subject. Therefore, we ask you to answer these questions about Corporate Social Responsibility (CSR).

1. CSR stands for...

○ Country Specific Research

○ Corporate Sourcing Reasons

○ Carrier Solution Resource

○ Corporate Social Responsibility

2. CSR is built up by three pillars. They are...

○ Online, mail and telephone

○ Environment, Social and Economic

○ Vessels, Trucks and Air cargo

○ Recruiting, Employer Branding and Headhunting

3. What is CSR to you? You are able to select many different answers

☐ A sustainable way for companies to contribute to society

☐ Foremost a way for companies to increase their brand recognition and public relations

☐ Unnecessary efforts from companies which is not in their core work

☐ None of the above

Other (please specify)

[   ]

Top CSR Web Survey

3. How should companies execute CSR?

1. Do you wish for companies to act in the...

- ○ Economic areas of CSR
- ○ Social areas of CSR
- ○ Area of their core business
- ○ Environmental areas of CSR
- ○ None of the above

Other (please specify)

[   ]

2. Do you prefer companies to...

- ○ Create their own foundations for CSR activities (example: Ronald McDonald House)
- ○ Support other existing charities and/or foundations
- ○ Incorporate CSR into their production or service

Other (please specify)

[   ]

3. How much revenue do you think a company should spend on CSR related projects relatively to their revenue?

	Nothing	Up to 1%	From 1 to 2%	From 2 to 3%	From 3 to 4%	From 4 to 5%	More than 5%	I don't know
Money spent	○	○	○	○	○	○	○	○

Comments

[   ]

Top CSR Web Survey

4. How should companies communicate about CSR?

1. Where do you look for information about CSR?

○ Newspapers, magazines, print

○ Internet

○ Friends and family

Other (please specify)

[   ]

2. On the Internet, where do you go to find information on CSR?

○ Company websites

○ Blogs

○ Online media

○ Youtube

○ Online networking sites (i.e. Facebook, myspace, etc.)

○ Forums

Other (please specify)

[   ]

3. What is a good reason for you to enter a company website to find information on CSR?

○ To find out about what types of actions they take

○ To understand how important CSR is to the company

○ To measure how much efforts and revenue the company spends on CSR

Other (please specify)

[   ]

4. For what decision do / would you enter a company website to learn about their CSR activities?

○ To evaluate them as a future employer

○ To evaluate whether or not to purchase their products / services

○ To decide upon investing in the company

Other (please specify)

[   ]

5. What is important to you when you visit a company's website to find out abo...

Here we would like to know your opinion when it comes to company's sustainability and CSR pages on their corporate websites.

This does not include newspapers or blogs on the subject. A company's sustainability or CSR pages on their website are the pages telling visitors about that specific company's efforts for social, economic or environmental causes.

1. *Usability
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Jargon Buster (glossary of difficult words used in this business)	○	○	○	○	○	○
Bread crumbs (navigation shows you in what sub-menu you are)	○	○	○	○	○	○
Tag Cloud (click on a popular word and see all pages that have been tagged with that word)	○	○	○	○	○	○
Save function	○	○	○	○	○	○
Printer-friendly version of all pages	○	○	○	○	○	○
Send page to a friend	○	○	○	○	○	○
Social bookmark function (you can add pages to your account at a social bookmark community)	○	○	○	○	○	○
Handicap-friendly version	○	○	○	○	○	○
Search engine	○	○	○	○	○	○
CSR FAQ	○	○	○	○	○	○
Website recently updated	○	○	○	○	○	○
It is easy to find relevant content on the website.	○	○	○	○	○	○
It is easy to print, send and bookmark the website content.	○	○	○	○	○	○
You can personalize the website, for example save your favorite pages in a folder	○	○	○	○	○	○

2. *About the company
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
General information about the company	○	○	○	○	○	○
Facts and basic information about the company	○	○	○	○	○	○
Diversity statement: The company sees different individual backgrounds as an advantage (gender, age, cultural background, sexual orientation etc.)	○	○	○	○	○	○

3. *CSR Information
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
CSR Report	○	○	○	○	○	○
CSR goals statement	○	○	○	○	○	○
Corporate Governance	○	○	○	○	○	○
Climate protection	○	○	○	○	○	○

4. *Material
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Publications	○	○	○	○	○	○
Brochures	○	○	○	○	○	○
Newsletter / RSS feed with CSR-relevant content	○	○	○	○	○	○

5. *Functionality
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Blogs	○	○	○	○	○	○
Video content	○	○	○	○	○	○
Online events and competitions	○	○	○	○	○	○
Chat	○	○	○	○	○	○
Podcast	○	○	○	○	○	○

6. *Values
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Sustainability values of the company	◯	◯	◯	◯	◯	◯
Strategic outline	◯	◯	◯	◯	◯	◯
Equal opportunity statement	◯	◯	◯	◯	◯	◯
Corporate Citizenship Principles	◯	◯	◯	◯	◯	◯
Environmental goals and policies	◯	◯	◯	◯	◯	◯
Environmental vision statement	◯	◯	◯	◯	◯	◯
Social vision statement	◯	◯	◯	◯	◯	◯
Economic vision statement	◯	◯	◯	◯	◯	◯

7. *Getting in touch with the company
How important are the following aspects when visiting the sustainability section of a company website? Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Getting in touch with the company	◯	◯	◯	◯	◯	◯
Email address to responsible for sustainability	◯	◯	◯	◯	◯	◯
Phone number to responsible for sustainability	◯	◯	◯	◯	◯	◯
Picture of responsible for sustainability	◯	◯	◯	◯	◯	◯
Contact form to responsible for sustainability	◯	◯	◯	◯	◯	◯
Feedback contact form	◯	◯	◯	◯	◯	◯
Information about events	◯	◯	◯	◯	◯	◯
Updates that make it interesting to come back more often	◯	◯	◯	◯	◯	◯
When you send an email, you get an automatic confirmation that it has arrived	◯	◯	◯	◯	◯	◯
When you send an email, you get a quick response	◯	◯	◯	◯	◯	◯

Appendix 4: Empirical Data from Focus Group 1

Empirical data divided in the areas covered in the discussions

What is Corporate Social Responsibility?

The participants are asked to write down on post-its what they associate with the word CSR. After a couple of minutes Björn attaches all the post-its on the notice board and all the participants are told to describe their notes and then together arrange the post-its in groups.

The overall view from the focus group is that CSR is not just a plain way for companies to do well. According to the participants, CSR is a way for companies to in the end earn more money.

According to Björn Alex, it is about being noticed as a company, even though it does not have anything to do with the actual product. Linnea says it is to a large extent about showing commitment and taking responsibility. Björn Alex uses Accenture as an example. He says some representatives from the company visited his university to talk about their CSR work. According to Björn Alex, they presented many good things they do, but at the same time, they rarely say no to an assignment from companies. They can sometimes cooperate with companies that even obstruct their own CSR effort. According to Björn Alex, this is pretty cynical. But Björn Alex also emphasizes that although some companies act like this, not all companies do. Anton is not that critical towards CSR as a concept. He says CSR to a great extent is linked with sustainability; it is about environmental businessman ship. He although agrees to some extent with Björn Alex and calls what Björn-Alex just brought up Green washing- a way for companies to show all the good they do, even though not everything they do is good. Linnea agrees with Anton and says the companies need to show that they are environmentally aware because it's important in today's society.

Olle is very critical towards CSR. He calls it corporate bullshit. According to Olle, CSR is merely a way for today's companies to gain market shares. Björn- Alex continues and says companies are always willing to show social commitment as long as they earn more money from it. Linnea agrees, and says no company would execute their CSR efforts if it didn't strengthen their brand. Anton doesn't really agree with Olle and says even though some companies only look to gain larger market shares, many companies also use CSR to develop sound business strategies.

Anton continues and emphasizes that if CSR should do any good, it should be part of the company's core strategy. "If the company is really serious in its CSR effort, it shouldn't merely be a side effort

but a part of all the company's efforts", says Anton. He continues and says CSR has very different meanings throughout the world. In the US for example CSR is very linked to charity, which becomes more of a side effort, according to Anton. This type of charity style isn't that common in Sweden, says Anton. In Sweden the CSR is more linked to the company's core strategy. According to Anton, charity and strategy are opposite poles in this case.

Martin says that the most important thing associated with CSR is trust. It is important to make people develop a trust in the company. According to Martin, companies would never show how they throw away environmentally unfriendly material, but moreover "green forests in Sweden", as he puts it. If the image the company shows is true or false is always up for discussion, says Martin.

What are your initial thoughts on the survey?

The focus group participants are asked to write down their initial thoughts of the survey on post-its.

Björn Alex starts wondering who the survey aims at. He thinks some of the internet terms used in the end (e.g. bread crumbs) is hard to understand. He suggests that if the survey would be launched in its current format it needs to be aimed at people with high knowledge on web sites.

Olle continues on a similar track. He thinks the survey demands very much from the respondent. He says that it is not clear whether the survey aims at developing a home page or a company.

Anton thinks the survey is good in general, however he thinks the purpose of the survey is unclear. He thinks that the answers can differ a lot depending on the purpose of the survey. Anton also does not agree on the definitions in some of the questions. For example, he thinks the question on how large amount of the profit a company spends on CSR is wrong and is not really CSR.

Martin does not really understand the survey at all. He says his background as a singer has not given him the interest in CSR at all. He says he does not understand the terms used in the survey.

Linnea thinks the survey is very dependent on whether you look for information on CSR on the internet or not. If you do not look for information on the internet the whole survey is pointless according to Linnea. She suggests a CSR-home page as an example to be able to give feedback.

Specific comments to the questionnaire template

Part 1 of the questionnaire

Linnea thinks question 3 in part 1 is not relevant. She wonders if it is really relevant where the respondent studies or studied. Anton does not agree. He thinks this question is relevant since the meaning of CSR differs very much between the countries.

Part 2 of the questionnaire

Olle thinks part 2 (What is CSR to you) is pointless. He does not really understand what this part has to do in the survey. Björn Alex does not agree and thinks the part is important. Anton also thinks the question is important. He sees the part as comprehensive whereas the other parts are more in depth and detailed. Olle replies and says that the question might be important but then you need to know what the survey is aiming at determining.

Anton thinks the questions about what CSR is in part 2 are "dummy questions" since we have already specified what CSR is.

Part 3 of the questionnaire

Björn Alex thinks questions 1 and 2 in part 3 are good. He says it is important for the popularity of the company to work with the right type of CSR. He uses McDonalds as an example. The Ronald McDonald house has nothing to do with the core business of the company but the effort is noticed and makes an impact. Other companies maybe should work with CSR as a part of their core business says Björn Alex.

Linnea does not agree that the questions are good. She thinks the questions are wrongly formulated. She thinks the questions should be formulated to "what do you consider most important?". She says that in a way people think that the companies should do all of it. Anton does not agree. He says it is very dependent on what business the company is in. He is very skeptical towards generalizing CSR. As he puts it, "there is no from the shelf CSR strategy applicable to all organizations".

Anton does not like the last question in part 3. He thinks that if the respondent thinks that CSR should be part of the core business of the company this question is not relevant. He feels the question is only relevant when the respondent thinks companies should support existing charities and/or foundations. He also thinks that the first question in part three needs better definitions of the meaning of the different areas. Olle agrees that the question is not good. He thinks it is more important what the company does than how much money is spent.

Part 5 of the questionnaire

Anton does not like the questions 3 and 6 in part 5. He thinks there is a need for definitions on the different words. He thinks this is one of the big problems with CSR, that there is no clear definition of

the meaning of the words. He suggests for us to use the international standards instead. There are for example various definitions and standards used by the United Nations, says Anton.

Björn Alex thinks the question in part 5 whether there should be a search engine on the home page is very good. Olle does not agree and says it is a matter of course that every home page has a search engine.

The participants all say that in order to really understand the features of a home page and be able to evaluate them there should be some kind of "test home page" attached to the survey. This would make the evaluation process much easier according to the participants.

Anton thinks the question on what is considered as important when visiting a company website is way too detailed. He says he does not know even half of the mentioned features. Björn Alex and Olle agree and say they had problem understanding the different features as well.

Björn Alex does not like the survey in general. He thinks it is obvious that the survey aims at determining what companies should do within CSR to best suit the preferences of their customers and this is not good.

Martin says that the survey is not for him. He says that with his background as a musical student it is very hard to answer such a survey. He says that he has never looked for information on CSR on the internet. The only place where he has read about CSR is in the newspapers and on TV.

Given that the survey wishes to examine the way students want companies to communicate CSR, what would you add and what would you exclude from the survey?

The general opinion from the participants to this question was that it has to be added and clarified who the survey is aiming at. Anton also suggests that the survey could be divided in two separate surveys. One on services and one on products since there is such a big difference between these two areas.

Would you answer a survey like this?

The participants are very skeptical towards answering a survey like this. Linnéa thinks the area is interesting but at the same time uncertain if she would respond to the survey anyway. Martin says he would never answer any survey at all and Björn Alex is very skeptical as well. Anton is the only one who is positive towards responding.

Appendix 5: Empirical Data from Focus Group 2

Empirical data divided in the areas covered in the discussions

What is Corporate Social Responsibility?

The participants are asked to write down on post-its what they associate with the word CSR. After a couple of minutes Björn attaches all the post-its on the notice board and all the participants are asked to describe their notes and then together arrange the post-its in groups.

Three areas are mostly discussed: ethics, employees and environment. Ethics is seen as an area CSR brings to the table when company law is not applicable. The employees' benefits and basic human rights are seen from both the western world's perspective and with examples such as Pakistan. CSR is also seen as a way for companies to regulate and work for a cleaner production and a more environmentally friendly approach.

According to Ludvig, one aspect in the employee discussions is that a good policy could be to pay out salary according to work performance instead of by the hour. In the same spirit, the group members acknowledge the risk of exploitation of the work-force, much like in Pakistan, as an example. Mikael brings up that one way to take responsibility can be to give job opportunities in developing regions and be seen as a conscious CSR decision. By giving these people work opportunities, companies can help them to get up on their feet. To some extent, Mikael thinks the relocation to work in developing areas, that kind of effort can be seen as charity.

From an environmental perspective, a lot of companies can get away with dumping environmentally unfriendly waste, according to Andreas. With CSR principles and guidelines, they would be able to regulate this.

The group discusses the timing of CSR and the hype of it in these times. One question that goes around is why CSR has been given such an importance in these times. Some thinks that it is natural and that it comes with the development of our society whereas others lean more towards an effect of globalization.

As a conclusion, the group members are all in agreement that the goal for companies always will be to make a profit and that CSR to some extent will be a pursuit for goodwill and to be seen as better

to the public. The efforts in CSR goes together well with their efforts for making profit sometimes but when it creates a conflict between the two, it becomes a paradox.

Initial thoughts on a CSR survey from a student's perspective

The second question Björn asks the respondents to answer is in regards of a CSR survey for students. They are asked to answer in the same fashion as the first question with post-its what questions they would find interesting to answer in a survey going out to students about CSR.

Ludvig finds it interesting to rate the importance of different real life CSR projects that companies work on. It would also be of interest to rate the importance of ethical versus employee CSR efforts. He also wants to openly answer in words why it is important and what he thinks would be good CSR efforts.

Andreas wants to examine and evaluate different CSR campaigns. He would rate from 1 to 10 the trustworthiness of certain CSR projects. The students would get the chance to give input on their belief in certain companies' efforts. It would also lead to questioning how important CSR is in the decision making process when purchasing goods or services, according to Mikael. A follow-up question could be what type of CSR makes the biggest impact when deciding to purchase or not. Kimi adds that a person's perception can alter from a person's real actions and that it therefore would be interesting to ask the students if they in the past have altered their purchase decision based on the CSR efforts of a certain company. This will also have implications for the job seekers in their choice of employer, says Kimi.

Ludvig would like to answer on where you find information about CSR. He gives some examples such as Internet, newspapers or annual reports.

As many of the group members note that it is unlikely to finish an extensive survey, they would like to include a question upfront if you care about CSR at all. By doing so, the one's that do not have an interest will not have to complete certain parts of the survey. Also, in which industries CSR makes a difference would be an interesting question according to the group members.

Thoughts on a more specific survey based on communicating CSR

Björn gives the group members more information on the actual purpose and survey that we wish to look into: "Given that the survey wishes to examine the way students want companies to communicate CSR, what questions would you see as relevant to include?"

Ludvig gives input on demographical questions that would be interesting to find out. He points out extracurricular activities and memberships in organizations dealing with humanitarian and environmental causes such as Greenpeace as good measures for the students' involvement in the subject. Gender and education are also factors that he picks out to tell more about the person. Also, if the respondents know many different languages can tell about what type of media they have access to and thus where they are able to learn about CSR.

Andreas brings up the interest of CSR and wants to look into specifically how often the respondents click on CSR links and enter pages containing information about certain companies' efforts in the area. He also wants to find out what makes them look for information on CSR. What are the drivers to find that information and what are the decisions that will alter dependant of that information would, and also what is interesting in CSR to find out for different students with different backgrounds would be good questions to ask, according to Andreas.

Mikael wants to see the difference in expectations students have on big companies compared to small and medium sized companies. He feels that the bigger companies normally have higher demands put on them from the public when it comes to work ethics and CSR. As an example, he tells about McDonald's compared to the local hotdog stand. McDonald's needs to give its employees more benefits since the public demands it whereas the local hotdog stand do not have the same demands put on them.

He would also be interested in finding out where students look for CSR information and especially where they trust that information. For a company, he believes that putting the information on the company website might not be as important as working with PR and seeing to that they are seen in press for their CSR efforts since this might have a bigger impact on the public. He personally does not know if he would trust the information he finds on CSR on the company website. Kimi adds that she would like to find out how students want the information to be presented on the company website. A video with flashy editing might not feel as trustworthy as seeing diagrams and figures. Clear figures are according to Kimi harder to manipulate and therefore would feel more trustworthy in her perspective. She would also want to see the difference in cultural differences from the respondents and see what kind of CSR efforts are more appreciated in different parts of the world.

Would you answer such a survey?

The size and length of the survey seems to be the number one driver for the group members to decide on whether or not to complete the survey. Mikael stresses the importance of creating a dynamic survey where the respondents' answers alter the way the rest of the survey continues. In that way he hopes to not having to answer questions of less importance to himself. Five minutes is a good time length for a survey, according to Kimi. Andreas and Ludvig never answer surveys and would only be persuaded to answer with incentives.

Top CSR Web Survey Focus Group 1

1. Introduction

Hi!
We are currently writing our master thesis at the School of Economics and Management at Lund University. We are writing about how to improve online surveys to suit a specific target group. In our thesis we use a Corporate Social Responsibility survey as an example. We would therefore be very grateful if you could answer this survey and also add some comments to the questions asked where you find necessary.

Thank you very much for participating

Best Regards,
Gustav Söderlund and Björn Wigeman

Top CSR Web Survey Focus Group 1

2. Studies

* 1. Have you studied or are you studying at higher education where you earn college/university credits?

○ Yes

○ No

2. Please comment on this page if you have any feedback

Top CSR Web Survey Focus Group 1

3. Studies

1. At which university do / did you study?

2. What is /was your major or subject? (If several, choose the closest match)

- ◯ Natural Science / Math
- ◯ IT
- ◯ Arts / Music / Literature / Language
- ◯ Engineering
- ◯ Social Sciences / Culture / History / Politics
- ◯ Other
- ◯ Medicine
- ◯ Law
- ◯ Business / Economics

3. What is the highest degree you have / plan to have? Select what comes closest)

- ◯ Bachelor (B.A., B. Sc., etc.)
- ◯ Master, Magister, Diploma (M.A., M. Sc., etc.)
- ◯ MBA
- ◯ Ph. D., Doctorate
- ◯ Higher

4. When will you graduate?

- ◯ Within 1 year
- ◯ In between 1 to 2 years
- ◯ In between 2 to 3 years
- ◯ In between 3 to 4 years
- ◯ In more than 4 years
- ◯ I have already graduated

Other (please specify)

5. Please comment on this page if you have any feedback

Top CSR Web Survey Focus Group 1

4. Demographics

1. Where are you from?

[▼]

Other (please specify)

[   ]

2. Have you studied or worked outside of your home country for 5 months or more?

○ Yes

○ No, but I plan to do so

○ No, and I do not plan to do so

3. Gender

○ Female

○ Male

4. Right now, you are...

○ Student / Recent Graduate

○ Employed / Self-employed

○ Between employments

○ None of the above

5. Please comment on this page if you have any feedback

[   ]

5. Is Corporate Social Responsibility important?

* 1. Is Corporate Social Responsibility important to you?

○ Yes

○ No

2. Please comment on this page if you have any feedback

6. What is Corporate Social Responsibility to you?

1. Do you want companies to do Corporate Social Responsibility?

◯ Yes

◯ No

◯ I don't know

2. Have you seen a Corporate Social Responsibility effort from a company that you liked?

◯ Yes

◯ No

◯ I don't know

If yes, please tell us about it

[text box]

3. Please comment on this page if you have any feedback

[text box]

7. What is Corporate Social Responsibility to you?

1. What is Corporate Social Responsibility to you? You are able to select many different answers

- [ ] A sustainable way for companies to contribute to society

- [ ] Unnecessary efforts made by companies which is not in their core work

- [ ] Foremost a way for companies to increase their brand recognition and public relations

- [ ] None of the above

2. Can you please specify further what you mean in your own words?

3. Please comment on this page if you have any feedback

8. How should companies execute Corporate Social Responsibility?

1. Which area of Corporate Social Responsibility do you consider most important for companies to work in? Please choose the answer that best corresponds to your preferences.

◯ Economic areas of Corporate Social Responsibility (examples: micro finance, fair trade)

◯ Social areas of Corporate Social Responsibility (examples: human rights, employee rights)

◯ Environmental areas of Corporate Social Responsibility (examples: CO2 emissions, clean energy)

◯ Area of their core business

◯ None of the above

Other (please specify)

[   ]

2. Do you prefer companies to...
Please choose the answer that best corresponds to your preferences.

◯ Support other existing charities and/or foundations

◯ Incorporate Corporate Social Responsibility into their production or service

◯ Create their own foundations for Corporate Social Responsibility activities (example: Ronald McDonald House)

Other (please specify)

[   ]

3. Please comment on this page if you have any feedback

[   ]

Top CSR Web Survey Focus Group 1

9. Spenditure on Corporate Social Responsibility

1. How much revenue do you think a company should spend on Corporate Social Responsibility related projects relatively to their revenue?

	Nothing	Up to 1%	From 1 to 2%	From 2 to 3%	From 3 to 4%	From 4 to 5%	More than 5%
Money spent	◯	◯	◯	◯	◯	◯	◯

Other (please specify)

2. Please comment on this page if you have any feedback

10. How should companies communicate about Corporate Social Responsibility?

1. Where do you look for information about Corporate Social Responsibility?

☐ Newspapers, magazines, print

☐ Internet

☐ Friends and family

Other (please specify)

[   ]

* 2. Have you looked for information on Corporate Social Responsibility on the Internet?

○ Yes

○ No

3. Please comment on this page if you have any feedback

[   ]

11. Corporate Social Responsibility on the Internet

1. On the Internet, where do you go to find information on Corporate Social Responsibility?

○ Company websites

○ Blogs

○ Online newspapers

○ Youtube

○ Online networking sites (i.e. Facebook, myspace, etc.)

○ Forums

○ CSR organizations' webpages

Please give us some examples of media or websites where you look for information on Corporate Social Responsibility

* 2. Have you ever visited a company's website to find out about their efforts in Corporate Social Responsibility?

○ Yes

○ No

3. Please comment on this page if you have any feedback

12. Company Corporate Social Responsibility websites

1. What is a good reason for you to enter a company website to find information on Corporate Social Responsibility?

◯ To find out about what types of actions they take

◯ To understand how important Corporate Social Responsibility is to the company

◯ To measure how much efforts and revenue the company spends on Corporate Social Responsibility

Other (please specify)

[   ]

2. For what decision do / would you enter a company website to learn about their Corporate Social Responsibility activities?

◯ To evaluate them as a future employer

◯ To evaluate whether or not to purchase their products / services

◯ To decide upon investing in the company

Other (please specify)

[   ]

3. Please comment on this page if you have any feedback

[   ]

13. Visiting a company's website to find out about Corporate Social Responsibil...

Here we would like to know your opinion when it comes to company's sustainability and Corporate Social Responsibility pages on their corporate websites.

This does not include newspapers or blogs on the subject. A company's sustainability or Corporate Social Responsibility pages on their website are the pages telling visitors about that specific company's efforts for social, economic or environmental causes.

1. *Usability
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Glossary of difficult words used in this business	○	○	○	○	○	○
Navigation bar showing you in what sub-menu you are	○	○	○	○	○	○
Tag Cloud (click on a popular word and see all pages that have been tagged with that word)	○	○	○	○	○	○
Save function	○	○	○	○	○	○
Printer-friendly version of all pages	○	○	○	○	○	○
Send page to a friend	○	○	○	○	○	○
You can add pages to your account at a social community by social bookmark function	○	○	○	○	○	○
Handicap-friendly version	○	○	○	○	○	○
Search engine	○	○	○	○	○	○
Corporate Social Responsibility FAQ	○	○	○	○	○	○
Website recently updated	○	○	○	○	○	○
It is easy to find relevant content on the website.	○	○	○	○	○	○
It is easy to print, send and bookmark the website content.	○	○	○	○	○	○
You can personalize the website, for example save your favorite pages in a folder	○	○	○	○	○	○

2. *About the company
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
General information about the company	○	○	○	○	○	○
Facts and basic information about the company	○	○	○	○	○	○
Diversity statement: The company sees different individual backgrounds as an advantage (gender, age, cultural background, sexual orientation etc.)	○	○	○	○	○	○

3. *Corporate Social Responsibility Information

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Corporate Social Responsibility Report	○	○	○	○	○	○
Corporate Social Responsibility goals statement	○	○	○	○	○	○
Corporate Governance	○	○	○	○	○	○
Climate protection	○	○	○	○	○	○

4. Please comment on this page if you have any feedback

14. Visiting a company's website to find out about Corporate Social Responsibil...

1. *Material

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Publications	○	○	○	○	○	○
Brochures	○	○	○	○	○	○
Newsletter / RSS feed with Corporate Social Responsibility-relevant content	○	○	○	○	○	○

2. *Functionality

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Blogs	○	○	○	○	○	○
Video content	○	○	○	○	○	○
Online events and competitions	○	○	○	○	○	○
Chat	○	○	○	○	○	○
Podcast (audio content you can download to an MP3-player)	○	○	○	○	○	○

3. *Values

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Sustainability values of the company	○	○	○	○	○	○
Strategic outline	○	○	○	○	○	○
Equal opportunity statement	○	○	○	○	○	○
Corporate Citizenship Principles	○	○	○	○	○	○
Environmental goals and policies	○	○	○	○	○	○
Environmental vision statement	○	○	○	○	○	○
Social vision statement	○	○	○	○	○	○
Economic vision statement	○	○	○	○	○	○

4. *Getting in touch with the company

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Getting in touch with the company	○	○	○	○	○	○
Email address to responsible for sustainability	○	○	○	○	○	○
Phone number to responsible for sustainability	○	○	○	○	○	○
Picture of responsible for sustainability	○	○	○	○	○	○
Contact form to responsible for sustainability	○	○	○	○	○	○
Feedback contact form	○	○	○	○	○	○
Information about events	○	○	○	○	○	○
Updates that make it interesting to come back more often	○	○	○	○	○	○
When you send an email, you get an automatic confirmation that it has arrived	○	○	○	○	○	○
When you send an email, you get a quick response	○	○	○	○	○	○

5. Please comment on this page if you have any feedback

15. General feedback on the survey

1. Please share your thoughts and feedback on the survey as a whole

16. Thank you!

Thank you for helping us in our thesis writing!

The survey you have answered will be used in two different ways. For our thesis, we will assess how to best get feedback for an online survey. We are also hoping that the survey in itself will become a real CSR study that helps companies to understand what students want.

Yet again, thank you for your feedback!

Top CSR Web Survey Focus Group 2

1. Introduction

Hi!
We are currently writing our master thesis at the School of Economics and Management at Lund University. We are writing about how to improve online surveys to suit a specific target group. In our thesis we use a Corporate Social Responsibility survey as an example. We would therefore be very grateful if you could answer this survey and also add some comments to the questions asked where you find necessary.

Thank you very much for participating

Best Regards,
Gustav Söderlund and Björn Wigeman

Top CSR Web Survey Focus Group 2

2. Demographics

With this study we aim to help companies better understand how students want them to execute as well as communicate their sustainability efforts (Corporate Social Responsibility).

1. In which country are you / did you study? (choose the one where most of your studies have been done)

[▼]

Other (please specify)

[   ]

2. At which university do / did you study?

[   ]

3. What is /was your major or subject? (If several, choose the closest match)

- ○ Law
- ○ Social Sciences / Culture / History / Politics
- ○ Medicine
- ○ IT
- ○ Natural Science / Math
- ○ Arts / Music / Literature / Language
- ○ Other
- ○ Business / Economics
- ○ Engineering

4. What is the highest degree you have / plan to have? Select what comes closest)

- ○ Bachelor (B.A., B. Sc., etc.)
- ○ Master, Magister, Diploma (M.A., M. Sc., etc.)
- ○ MBA
- ○ Ph. D., Doctorate
- ○ Higher

5. When do you plan to graduate?

- ○ 2009
- ○ 2010
- ○ 2011
- ○ 2012
- ○ 2013
- ○ I have already graduated

Other (please specify)

[   ]

6. Gender

◯ Female

◯ Male

7. Have you studied or worked outside of your home country for 5 months or more?

◯ Yes

◯ No, but I plan to do so

◯ No, and I do not plan to do so

8. Right now, you are...

◯ Between employments

◯ Employed / Self-employed

◯ None of the above

◯ Student / Recent Graduate

* 9. Is Corporate Social Responsibility important to you?

◯ Yes

◯ No

10. Please comment on this page if you have any feedback

3. What is Corporate Social Responsibility to you?

1. Do you want companies to do Corporate Social Responsibility?

◯ Yes

◯ No

◯ I don't know

2. Do you think CSR is a hype that will go over?

◯ Yes

◯ No

3. Have you seen a Corporate Social Responsibility effort from a company that you liked?

◯ Yes

◯ No

◯ I don't know

If yes, please examplify

[text box]

4. Please comment on this page if you have any feedback

[text box]

4. Purchase decision making process 1

1. Does Corporate Social Responsibility alter your purchase decision making process?

◯ Yes

◯ No

◯ I don't know

2. Please comment on this page if you have any feedback

5. Purchasing decision making process

1. Please tell us how Corporate Social Responsibility has altered your purchase decision making in the past.

2. Please comment on this page if you have any feedback

6. Employment

1. Does the efforts from potential employers in Corporate Social Responsibility make a difference when you look for employment?

○ Yes

○ No

○ I don't know

2. Please comment on this page if you have any feedback

Top CSR Web Survey Focus Group 2

7. What is Corporate Social Responsibility to you?

1. Corporate Social Responsibility is built up by three pillars. They are...

○ Online, mail and telephone

○ Recruiting, Employer Branding and Headhunting

○ Environment, Social and Economic

○ Vessels, Trucks and Air cargo

2. What is Corporate Social Responsibility to you? You are able to select many different answers

☐ A sustainable way for companies to contribute to society

☐ Unnecessary efforts made by companies which is not in their core work

☐ Foremost a way for companies to increase their brand recognition and public relations

☐ None of the above

Other (please specify)

[   ]

3. Please comment on this page if you have any feedback

[   ]

Top CSR Web Survey Focus Group 2

8. How should companies execute CSR?

1. Do you have different expectations on large organizations compared to smaller organizations for their work in Corporate Social Responsibility?

○ Same expectations on both

○ More expectations on larger organizations

○ More expectations on smaller organizations

○ I don't know

2. How important is it that companies act in these areas of Corporate Social Responsibility?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Economic areas of Corporate Social Responsibility	○	○	○	○	○	○
Social areas of Corporate Social Responsibility	○	○	○	○	○	○
Environmental areas of Corporate Social Responsibility	○	○	○	○	○	○
Area of their core business	○	○	○	○	○	○

Other (please specify)

[   ]

3. Do you prefer companies to...

○ Incorporate CSR into their production or service

○ Support other existing charities and/or foundations

○ Create their own foundations for CSR activities (example: Ronald McDonald House)

Other (please specify)

[   ]

4. Please tell us in your own words what a good Corporate Social Responsibility effort from a company should include?

[   ]

5. How much revenue do you think a company should spend on Corporate Social Responsibility related projects relatively to their revenue?

	Nothing	Up to 1%	From 1 to 2%	From 2 to 3%	From 3 to 4%	From 4 to 5%	More than 5%	I don't know
Money spent	○	○	○	○	○	○	○	○

Comments

[   ]

6. Please comment on this page if you have any feedback

9. How should companies communicate about Corporate Social Responsibility?

* 1. Where do you look for information about Corporate Social Responsibility? You can select more than one

☐ Newspapers, magazines, print

☐ Internet

☐ Friends and family

Other (please specify)

[   ]

2. Please rate the trustworthiness of Corporate Social Responsibility efforts shown through the following channels.
Please rate them from 1 (not trustworthy at all) to 7 (very trustworthy).

	1 = not trustworthy	2	3	4	5	6 = very trustworthy
Commercial in TV	◯	◯	◯	◯	◯	◯
Commercial in radio	◯	◯	◯	◯	◯	◯
Commercial in newspaper	◯	◯	◯	◯	◯	◯
Annual Report	◯	◯	◯	◯	◯	◯
Third source blog	◯	◯	◯	◯	◯	◯
Company blog	◯	◯	◯	◯	◯	◯
Company website	◯	◯	◯	◯	◯	◯
Social networking sites	◯	◯	◯	◯	◯	◯

3. On the Internet, where do you go to find information on Corporate Social Responsibility? You can choose more than one

◯ Company websites

◯ Blogs

◯ Online newspapers

◯ Youtube

◯ Online networking sites (i.e. Facebook, myspace, etc.)

◯ Forums

◯ Corporate Social Responsibility organizations' webpages

Other (please specify)

[   ]

4. What is a good reason for you to enter a company website to find information on Corporate Social Responsibility?

◯ To find out about what types of actions they take

◯ To understand how important Corporate Social Responsibility is to the company

◯ To measure how much efforts and revenue the company spends on Corporate Social Responsibility

Other (please specify)

[   ]

5. For what decision do / would you enter a company website to learn about their Corporate Social Responsibility activities?

◯ To evaluate them as a future employer

◯ To evaluate whether or not to purchase their products / services

◯ To decide upon investing in the company

Other (please specify)

[   ]

6. Please comment on this page if you have any feedback

[   ]

10. Visiting a company's website to find out about Corporate Social Resp

Here we would like to know your opinion when it comes to company's sustainability and Corporate Social Responsibility pages on their corporate websites.

This does not include newspapers or blogs on the subject. A company's sustainability or Corporate Social Responsibility pages on their website are the pages telling visitors about that specific company's efforts for social, economic or environmental causes.

1. *Usability
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Jargon Buster (glossary of difficult words used in this business)	○	○	○	○	○	○
Bread crumbs (navigation shows you in what sub-menu you are)	○	○	○	○	○	○
Tag Cloud (click on a popular word and see all pages that have been tagged with that word)	○	○	○	○	○	○
Save function	○	○	○	○	○	○
Printer-friendly version of all pages	○	○	○	○	○	○
Send page to a friend	○	○	○	○	○	○
Social bookmark function (you can add pages to your account at a social bookmark community)	○	○	○	○	○	○
Handicap-friendly version	○	○	○	○	○	○
Search engine	○	○	○	○	○	○
Corporate Social Responsibility FAQ	○	○	○	○	○	○
Website recently updated	○	○	○	○	○	○
It is easy to find relevant content on the website.	○	○	○	○	○	○
It is easy to print, send and bookmark the website content.	○	○	○	○	○	○
You can personalize the website, for example save your favorite pages in a folder	○	○	○	○	○	○

2. *About the company
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
General information about the company	○	○	○	○	○	○
Facts and basic information about the company	○	○	○	○	○	○
Diversity statement: The company sees different individual backgrounds as an advantage (gender, age, cultural background, sexual orientation etc.)	○	○	○	○	○	○

3. *Corporate Social Responsibility Information

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Corporate Social Responsibility Report	○	○	○	○	○	○
Corporate Social Responsibility goals statement	○	○	○	○	○	○
Corporate Governance	○	○	○	○	○	○
Climate protection	○	○	○	○	○	○

4. Please comment on this page if you have any feedback

11. Visiting a company's website to find out about Corporate Social Responsibil...

1. *Material
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Publications	○	○	○	○	○	○
Brochures	○	○	○	○	○	○
Newsletter / RSS feed with Corporate Social Responsibility-relevant content	○	○	○	○	○	○

2. *Functionality
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Blogs	○	○	○	○	○	○
Video content	○	○	○	○	○	○
Online events and competitions	○	○	○	○	○	○
Chat	○	○	○	○	○	○
Podcast	○	○	○	○	○	○

3. *Values
How important are the following aspects when visiting the sustainability section of a company website?
Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Sustainability values of the company	○	○	○	○	○	○
Strategic outline	○	○	○	○	○	○
Equal opportunity statement	○	○	○	○	○	○
Corporate Citizenship Principles	○	○	○	○	○	○
Environmental goals and policies	○	○	○	○	○	○
Environmental vision statement	○	○	○	○	○	○
Social vision statement	○	○	○	○	○	○
Economic vision statement	○	○	○	○	○	○

4. *Getting in touch with the company

How important are the following aspects when visiting the sustainability section of a company website?

Please rate them from 1 (not important at all) to 6 (very important).

	1 = not important	2	3	4	5	6 = very important
Getting in touch with the company	○	○	○	○	○	○
Email address to responsible for sustainability	○	○	○	○	○	○
Phone number to responsible for sustainability	○	○	○	○	○	○
Picture of responsible for sustainability	○	○	○	○	○	○
Contact form to responsible for sustainability	○	○	○	○	○	○
Feedback contact form	○	○	○	○	○	○
Information about events	○	○	○	○	○	○
Updates that make it interesting to come back more often	○	○	○	○	○	○
When you send an email, you get an automatic confirmation that it has arrived	○	○	○	○	○	○
When you send an email, you get a quick response	○	○	○	○	○	○

5. Please comment on this page if you have any feedback

12. General feedback on the survey

1. Please share your thoughts and feedback on the survey as a whole

13. Thank you!

Thank you for helping us in our thesis writing!

The survey you have answered will be used in two different ways. For our thesis, we will assess how to best get feedback for an online survey. We are also hoping that the survey in itself will become a real CSR study that helps companies to understand what students want.

Yet again, thank you for your feedback!